

LEA Name:	Cortland Enlarged City School District
LEA BEDS Code:	1102000010000
School Name:	Cortland Junior-Senior High School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Joseph Mack	Title	Coordinator of Secondary Education
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Website for Published Plan	www.cortlandschools.org		

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		Michael J. Hoose	
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	

Statement of Assurances

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

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| | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers |
| N/A | 2. If the school has been identified as <i>Persistently Failing and Failing</i> , as per <i>Education Law 211-f</i> , it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| X | 3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |
| X | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| X | 5. 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. |
| X | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| X | 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
October 24, 2014	JSHS Conference Room	7/29/2015	Kaufman Center
January 5, 2015	JSHS Conference Room	7/30/2015	Kaufman Center
March 18, 2015	JSHS Conference Room		
July 24, 2015	Kaufman Center		
July 27, 2015	Kaufman Center		

[illegible]

School Information Sheet

School Information Sheet							
Grade Configuration	7-12	Total Student Enrollment	1,167	% Title I Population	46%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	34%	% of Students Eligible for Reduced-Price Lunch	9%	% of Limited English Proficient Students	0%	% of Students with Disabilities	11%

Racial/Ethnic Origin of School Student Population							
% American Indian or Alaska Native	0%	% Black or African American	5%	% Hispanic or Latino	4%	% Asian, Native Hawaiian / Other Pacific Islander	1%
						% White	88%
						% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	3	# of Deans	0	# of Counselors / Social Workers	11
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	1%	% Teaching with Fewer than 3 Years of Experience	4%	Average # of Teacher Absences	2.30%

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	19%(7-8) 59% (9-12)	Math Performance at Level 3 and Level 4	24%(7-8) 52%(9-12)	Science Performance at Level 3 and Level 4	80% (8)	Four-Year Graduation Rate (HS Only)	73%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	6%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	78%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	89%	Six-Year Graduation Rate (HS Only)	75%
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No				

School Information Sheet

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

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

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

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

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

☐	Limited Degree (Fewer than 20% of goals were achieved.)
☒	Partial Degree (Fewer than 50% of goals were achieved.)
☐	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 an "X").

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

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 an "X").

☐	Limited Degree (Fewer than 20% of planned activities were funded.)
☐	Partial Degree (Fewer than 50% of planned activities were funded.)
☐	Moderate Degree (At least 50% of planned activities were funded.)
☒	Major Degree (At least 90% of planned activities were funded.)

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).

The most positive impact on student outcomes was a result of curriculum planning, common formative assessments, instructional alignment with CCLS, vertical curriculum alignment through priority standards, and the use of pacing guides for horizontal alignment. Building culture shifted toward a more student oriented, empathetic climate due to focusing more on the whole child through initiatives such as Renaissance and Rachel's Challenge.

- 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.

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

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

Opening the Parent Portal; Improve the website; Behavior Support Team; Grade 9 CTE; Rachel's Challenge; GradPoint; Alignment of curriculum with CCLS; Freshman College visit; Alternative to Suspension (ATS); Link Crew

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

Data collection and communication; implementation of CCLS consistently across all disciplines; unit and lesson plans will be developed around student needs to increase student engagement; enhance the reciprocal relationship of school and community; collecting and using data to promote social and emotional health

- 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 four JSHS administrators, district leadership, and teacher leaders collaborated to identify the district mission, "Student Achievement through student engagement," achievement targets and corresponding actions that will have the most impact on student achievement next year. When students enter the JSHS on September 8th, the expectation of improved achievement will be evident. Summer work and professional learning will set the expectation of sustained change that will increase student responsibility for learning while supporting the learning in many ways. All tenets have been addressed in redesigning the experience of school at the JSHS. Throughout the 2015-2016 academic year, support structures identified in the SCEP will engage students in their own learning, monitor student learning, support staff with professional development to improve the ability to support student learning and celebrate growth.

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

1) The graduation rate will increase by 4% for students across all subgroups. 2) The number of students with greater than 15 absences will be reduced by 20% for students across all subgroups. 3) The number of students who score at /above proficiency on 3-8 NYS Assessments and NYS Comprehensive Regents Examinations will increase by 5% for students across all subgroups. 4) The number of course failures will reduce by 10% for students across all subgroups.

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

The JSHS has intentionally developed the following structures to support increased achievement for students across all subgroups, reduce community apathy, and engage all school community members in the actions of success: Behavioral Support Team; Grade 9 CTE; Remind 101; ATS; Growth Mindset PD; Renaissance Program; Link Crew; GradPoint; the Academic Center; and the CUSHS webpage.

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

Anticipated barriers of having sufficient time and funding to accomplish the SCEP will be addressed through prioritizing the most significant actions and creatively combining tasks wherever feasible. An anticipated barrier is possible lack of staff support; this barrier will be addressed by promoting buy-in to the mission and guiding principles in our daily work until such work becomes common practice.

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

Professional learning around student engagement strategies will promote student engagement, increase student-centered and inquiry based learning, increase parent/family engagement, and improve student learning across all subgroups. Professional learning around the philosophy of growth mindset and the development of balanced assessment systems will provide a basis for student and family ownership of learning, promote the ability for students to access rigorous curricula, and provide relevant data to monitor student achievement and support student learning through differentiated instruction. Professional learning around the development of partnerships within the community will support the development of a student-centered learning environment where student learning across all subgroups is supported by the entire community.

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

School and community meetings; website; Parent Portal; Remind 101; email; electronic Message Board; newspaper; student-run Cortland Video Club; Board of Education presentations; SDMT and PTAG committees; school-sponsored events; parent seminars; telephone and face-to-face conferences

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

Posting to the website; hard copies available in school and district offices

- 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

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG (G)) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

[illegible]

Tenet 2: School Leader Practices and Decisions

[illegible]

Tenet 3: Curriculum Development and Support

[illegible]

Tenet 4: Teacher Practices and Decisions

[illegible]

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. HEDI Rating:	Ineffective
B2. HEDI Rating Source:	IIT
B3. HEDI Rating Date:	April 15-16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Our school building needs to identify and support the social emotional health needs of our students in order to create a clear vision and communicate this vision across the school community. We need to incorporate this overarching vision and use our data collection system to inform professional development and program services for all students across subgroups.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In 2015-2016, CJSHS will collect data to illustrate progress in the areas of academic performance and instances of bullying, harassment and other instances of violent behavior, such evidence will be collected through the use of Infinite Campus and Health & Wellness surveys and will guide our professional development and program services for all students across subgroups. As a result of this work, across subgroups, there will be an increase in student academic performance and attendance at school and a decrease in behavioral referrals, suspensions and students dropping out of school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate Teacher Average Daily Attendance Rate

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Aug-16	The Parent Portal is an online resource for parents and students to view student progress daily with live information. Teachers will be responsible for completing this activity. Students and parents will view the Portal as often as they wish to logon. The intended impact of this activity is to increase communication with parents and students regarding academic progress.
Sep-15	Aug-16	The Bully Button is an online resource for stakeholders to report bullying or harassment. The administrators will be responsible for completing this activity. Students and parents will participate in this activity as needed. The intended impact of this activity is to address and reduce instances of bullying and harassment.
Sep-15	Jun-16	The Grade 9 CTE is a vocational program for specific 9th grade students. The 9-10 principal will be responsible for completing this activity. Ninth grade students who have been identified will participate in the program. This activity takes place during the academic year, and the impact is to engage students in a vocational program of study and allow them to graduate with two certificates of trade and a high school diploma.

Sep-15	Jun-16	BOCES vocational programs are vocational education programs offered to our 11-12 grade students. BOCES staff, Guidance counselors along with H.S. administration will be responsible for completing this activity. Students in grades 11-12 who chose this graduation pathway will participate in this program. This activity takes place during the academic year, and the impact is to engage students in a vocational program allowing them to graduate with a certificate of trade and a high school diploma.
Aug-15	Jun-16	Renaissance Program is an academic and social recognition program to recognize students who attend school, academically excel and promote goodwill toward one another. The Renaissance Committee along with administration will be responsible for completing this activity. Students in grades 7-12 will participate in this program. This activity takes place during the academic year. The impact is to recognize students who have improved in the areas of attendance, socially and academically as well as improving the school climate and culture in a positive way.
Sep-15	Jun-16	Rachel's Challenge is a program recognizing the worth of each individual person. Rachel's Challenge and Renaissance Committees along with administration will be responsible for completing this activity. Students in grades 7-12 will participate in this program. This activity takes place during the academic year. The impact is to recognize students and staff from all walks of life as contributing members of society to improve the culture of Cortland Jr-Sr High School in a positive way.
Sep-15	Jun-16	PS I Love You program give students the opportunity to be listened to and profess a caring attitude toward others in our school community to eliminate bullying behaviors. The advisor of the program will be responsible for completing this activity. Students in grades 7-12 will participate in this program. This activity takes place during the academic year. The impact is to recognize students and staff who have made a difference in each other's lives and those in the school community around us, improving the culture of Cortland Jr-Sr High School in a positive way.
Sep-15	Jun-16	The Academic Center is an academic assistance room where student receive additional academic support. Administration along with the Academic Centers staff will be responsible for completing this activity. Students in grades 7-12 will have access to this program. This activity takes place during the academic year. The impact is to support our students by providing additional academic assistance.
Sep-15	Jun-16	ATS (The Alternative to Suspension Room) provides students who may be eligible for suspension to receive direct instruction in an academic setting. Administration will be responsible for completing this activity along with ATS staff. Students in grades 7-12 will have access to ATS on a necessary basis. This activity takes place during the academic year. The impact is to support our students by providing additional academic assistance.
Sep-15	Jun-16	GradPoint is a comprehensive online learning tool that assists students to develop the skills necessary to succeed academically. Administration, teachers and the Academic Centers staff will be responsible for completing this activity. Students in grades 7-12 will have access to this program. This activity takes place during the academic year. The impact is to support our students by providing additional academic assistance and credit recovery efforts.
Aug-15	Aug-16	Remind 101 is a cellular phone application that offers administration and teachers a way to instantly communicate through text messaging to students and community members. Administration, teachers along with our technology supervisor will be responsible for completing this activity. Students in grades 7-12 and community members will have access to this messaging service. This activity takes place continually throughout the year. The impact is to support better communication efforts with our students and community members by providing instant messages about events and news pertaining to Cortland Jr-Sr High School.
Oct-15	Nov-15	Freshman College Visit is a field trip allowing the entire freshman class to visit a college and learn about higher education opportunities. The 9-10 principal will be responsible for completing this activity along the representative institution of higher learning. Ninth grade students will have the opportunity to participate in this field trip. This activity will take place in the fall semester. The impact of this field trip is to engage ninth graders in activities around career pathways, academic expectations, responsibility, self-reliance and financial assistance along with community and extra-curricular involvement through -out high school, college and beyond.
May-16	Jun-16	Relay for Life is an American Cancer Society program celebrating, remembering and never giving up on those who have suffered from Cancer. The advisor for Honor Society will be responsible for completing this program. The entire school community may participate in this activity. This activity will occur around the first week of June. The impact of this event is that it gives everyone in the community and across the globe an opportunity to celebrate the lives of those people who have battled cancer, remember loved one and give participates a way to fight back.

Sep-15	Jun-16	Girls on the Run is a non-profit program that works to encourage young pre-teens to run and be physically fit. The advisor of the program will be responsible for completing this activity. Pre-teens in grades 7-9 may participate in this program. This activity takes place during the academic year. The impact of this program is to develop self-respect and a healthy lifestyles through, interactive lesson an running games, culminating in a celebratory five-kilometer race.
Sep-15	Jun-16	Link Crew is a high school transition program that welcomes freshman to the high school. Link Crew advisors will be responsible for the completion of this activity. All incoming freshman are welcome participate along with link crew members in this activity. This activity takes place during the academic year. The impact of this program is to make freshman feel comfortable and welcomed throughout the first year of high school, while providing a mentor that the freshman student may utilize as a resource person.
Sep-15	Aug-16	Liberty Partnerships Program is a program providing academic assistance and student support for progress toward graduation. Administration along with LLP representatives from SUNY Cortland will be responsible for completing this program. This program is available to students who sign up in grades 7-12. This activity takes place during the academic year. The impact of this program is improved academic performance and increased graduation rates of students who are at most risk of dropping out of school.
Sep-15	Jun-16	The Health and Wellness Program is using the WSCC health model and is a district-driven program that integrates social, emotional, and physical health for the whole school community. The Wellness Committee, in conjunction with area community agencies, will be responsible for completing this program. The entire school community participates in this activity throughout the year. The impact of this program is improved health and wellness for the entire school community and increased student achievement across subgroups.
Sep-15	Jun-16	Behavioral Referral Team (BRT) is a team designed to support teachers with strategies to assist student success. Administration and teachers are responsible for completing this activity. Students 7-12 who are referred to the BRT by staff members will participate and work with the BRT members in this activity. The activity will take place throughout the school year. The impact of this activity is a reduction in behavior referrals and improved student academic performance across subgroups.

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. HEDI Rating:		Ineffective	
B2. HEDI Rating Source:		IIT	
B3. HEDI Rating Date:		April 15-16, 2014	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		The school needs to improve planning and communication with all stakeholders via the use of data and home-school partnerships. The school will formulate and incorporate institutionalized communicative processes and procedures for the collection and community disbursement of informational data regarding the school's high expectations and vision of academic, social and emotional programs in a manner that is shared among all stakeholders to enhance a reciprocal relationship between the school and families to support student learning.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		During 2015-2016, the JSHS will develop and share coherent forms of dialogue through the organization of a school-community partnership team to help stakeholders better support student learning. Impact of improved school-community partnership will be evidenced by improved student achievement across subgroups.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students) Student Truancy Rate Parent Attendance at Workshops Parent Participation in District/School Surveys Student achievement as evidenced on quarterly and mid-term reports	
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.
Aug-15	Aug-16		The school mailings provide families of notification of school and district events. School teacher leaders and administrators are responsible for planning these mailings and all community members are invited to participate in the events. This activity is completed throughout the year and supports communication with families about school opportunities.
Sep-15	Aug-16		The Parent Portal is an electronic site that provides families with live information about individual student academic progress. The Instructional Technology Staff are responsible for provision of the electronic format of the Portal. Administrators, teachers, parents, and students will participate in using the Portal on a routine basis throughout the academic year. The impact of this activity is improved student achievement across all subgroups.
Aug-15	Aug-16		The school webpage is an electronic means of sharing multiple forms of information with families. School and district staff are responsible for maintaining current and accurate information on the webpage for all families and community members throughout the year. The impact of this communication is increased family participation in the educational process and improves student learning across all subgroups.

Sep-15	Jun-16	The Family Dinner seminars are events that bring staff members and family members together to learn and share information around pre-identified topics. The principal is responsible for these seminars; staff and families participate in the events. The seminars will be held at least once per quarter. The impact of the seminars is increased family engagement and improved student learning across all subgroups.
Sep-15	Oct-16	The Open House is a scheduled event that invites parents to meet with their child's teachers and learn about the programs offered by the school. The school staff members are responsible for organizing this event for all families. This event takes place in the fall of the year. The impact of the Open House is initiating a connection between school staff members and family members, providing an overview of the education program, and improving student achievement through this initial face-to-face meeting.
Sep-15	Jun-16	The Parent Teacher Action Group (PTAG) is a formal liaison between parents and teachers that facilitates home-school communication and relationships. The president of PTAG and school administrators are responsible for completing this activity and all staff and family members participate in PTAG which meets monthly. The impact of PTAG is improved home-school relationships and increased student achievement across all subgroups.
Feb-16	Jun-16	The 7th Grade Orientation is an organized time for students and parents who new to the building to meet the teachers and have an overview of the building and the procedures of the building. The 7-8 principal is responsible for this activity, and the 7th grade staff members and 7th grade student families participate in the orientation. The event takes place in March for families and in June for incoming students. The impact of this orientation is improved student social and emotional health as they enter a new learning context, resulting in improved student learning across all subgroups.
Nov-15	Jan-16	The New Student/Transfer Orientation is an organized time for students and parents who are new to the building to meet the teachers and have an overview of the building and the procedures of the building. The principal is responsible for this activity, and the school staff members and new students and their families participate in the orientation. The event takes place in August for new students and their families. The impact of this orientation is improved student social and emotional health as they enter a new learning context, resulting in improved student learning across all subgroups.
Nov-15	Jan-16	The Financial Aid Night is an evening for students and their parents who are interested in furthering their post-secondary education. The principals and guidance counselors are responsible for this event. Students, families and staff members participate in the event. The event will take place in January 2016, and provides current information and assistance to students and families as they prepare college entrance documents. This support increases student access to college and success after graduation.
Aug-15	Aug-16	The Remind 101 twitter feed is a use of social media that provides information for parents who use the feed. The principal is responsible for maintaining this communication, and all families, staff, and students who register for the account participate in the communication throughout the academic year. The impact of this form of communication is increased family involvement and improved student achievement across all subgroups.
Sep-15	Jun-15	The School-Family Partnership Team will collaboratively develop and monitor a school-family communication and engagement plan. The principal will be responsible for this activity, and all stakeholders will participate in the Team. The Team will schedule meetings throughout the year. The impact of this activity will be increased family engagement and improved student achievement across all subgroups.
Sep-15	Jul-16	The Shared Decision Making Team (SDMT) is a collaborative team of relevant stakeholders used to inform building decision-making processes. The principal is responsible for the functioning of this team. All stakeholder representatives participate in the team. The team meets monthly throughout the academic year. The impact of this activity is increased family and staff engagement and improved student learning across all subgroups.