

LEA Name:	Cortland Enlarged City School District
LEA BEDS Code:	110200010011
School Name:	Cortland High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)


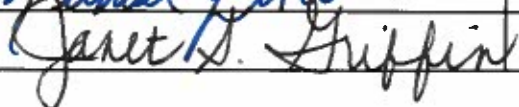
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Website for Published Plan	cortlandschools.org		

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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Michael J. Hoose	August 14, 2018
President, B.O.E. / Chancellor or Chancellor's Designee		Janet Griffin	8/14/18

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)
May 23, 2018	HS Room 103		
May 24, 2018	HS Room 120		
May 25, 2018	HS Room 120		

Name	Title / Organization	Signature
Joseph Mack	Principal, Cortland High School	May 23, 24, 25 of 2018 <i>Joseph Mack</i>
Ken Brafman	9-10 Principal, Cortland High School	May 23, 24, 25 of 2018 <i>Ken Brafman</i>
John Zarcone	11-12 Principal, Cortland High School	May 23, 24, 25 of 2018 <i>John Zarcone</i>
Ed Porter	Teacher, Cortland High School	May 23, 24, 25 of 2018 <i>Ed Porter</i>
Rebecca Frost	Teacher, Cortland High School	May 23, 24, 25 of 2018 <i>Rebecca Frost</i>
Paul Drexler	Teacher, Cortland High School	May 23, 24, 25 of 2018 <i>Paul Drexler</i>
Jen Whelan	Social Worker, Cortland High School	May 23, 24, 25 of 2018 <i>Jen Whelan</i>
Kindra Catalano	Guidance Counselor, Cortland High School	May 23, 24, 25 of 2018 <i>Kindra Catalano</i>
Nance Wilson	Parent, Cortland High School	May 23, 24, 25 of 2018 <i>Nance Wilson</i>
Abbey Albright	Teacher, Cortland High School	May 23, 24, 25 of 2018 <i>Abbey Albright</i>

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	May 23, 24, 25 of 2018
B2. DTSDE Review Type:	School Self-Reflection with District Oversight

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This	Based on our School Self-Reflection with District Oversight in May, school leaders need to refine data collection tools to utilize evidence of student engagement to maintain and implement a more strategic, coordinated procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, 2018, the school leaders will use 2017-2018 data (quarterly checks, class visit data, and completed 3A protocols) to revise and implement a more strategic, coordinated procedure to monitor instruction that will result in increased student achievement as evidenced by a 5% increase in state assessment results, a 3% increase in graduation rate, and 5% reduction in course failure rate.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor	Student credit accruals (HS Students), Class visit data, state assessment results, 3A Protocol data, course failure data (5 week/10 week), Quarterly check-ins

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2018	9/1/2018	Creation of a system to monitor common planning time by School Leaders, monitored quarterly by observation, surveys and conversation. A calendar will be created quarterly to monitor CPT
7/1/2018	9/1/2018	Implementation of an RTI program for the high school specifically Tier 2 and 3 by School Leaders and teachers, monitored weekly and the building leaders will determine if it is successful by analyzing student performance data
7/1/2018	10/1/2018	Create a system, with known resources, for helping students with acute or chronic SEL concerns by School Leaders and all support staff - monitored monthly. Success will be defined by increased internal and external attendance, decrease in discipline referrals, course failures, and credit accruals
9/1/2018	11/1/2018	School and department leaders need to collaborate to create a system for teachers to monitor student progress toward learning targets. This will be monitored quarterly through the quarterly check-in, CPT, department meetings, data trackers and in the collaborative team folder (Google)
7/1/2018	1/31/2019	Professional Development will be given to teachers by School Leaders monthly on analyzing student data from formative assessments that will result in changes to instruction. This will be monitored by faculty meeting presentations, fewer course failures, and student credit accrual
9/1/2018	6/1/2019	School Leaders will conduct monthly classroom visits and provide actionable feedback to instructional staff through a walk-through form. Data will be reviewed and presented to staff monthly
9/12/2018	6/1/2018	School leaders will create a system review cycle to refine current systems and procedures / protocols to make them more effective and efficient for our students and staff. Staff will be involved in this collaborative process. System will be prioritized and the work for each should take a month before a new system is revised

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	May 23, 24, 25 of 2018
B2. DTSDE Review Type:	School Self-Reflection with District Oversight

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	Based on our School Self-Reflection with District Oversight in May, it was identified that, while teachers have created CFAs, there is still a need to the use from them to design interventions to make sure the students are meeting the essential learning standards. This work should done during common planning time using their pacing guide and the 3A protocol. Therefore, there is a gap regarding the use of data from CFAs to plan and inform targeted interventions to all students.
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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 30, 2019 100% of the teachers will continue the during common planning time of the following: developing common formative assessments (CFAs), and the use of the 3A protocol to examine and respond to student work thorough interventions. The work on the guaranteed and viable curriculum will be measured by an increase in student learning towards the established learning targets in each subject.
D2. Leading Indicator(s): Identify the specific	Class visit data, state assesment results, 3A Protocol data, Quarterly Check-in, Teacher Team Colloaboration folders,

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2018	9/1/2018	School leaders will create a system to monitor common planning time quarterly by reviewing 3A protocols, Teacher Team Collaboration folders, Quarterly check-ins, and observations.
7/1/2018	9/1/2018	CPT for staff, including co-teachers, will be assigned in the master schedule by school leaders. This will happen over three months. Implementation will be successful upon completion of the Master Schedule and the communication of the CPT google worksheet
9/1/2018	6/30/2019	School leaders will deliver a constant and consistent message about how CFA process aligns with the guaranteed and viable curriculum work each month. Success will be determined by school leaders monitoring Quarter check-in results and Team Colloaboration folders
7/1/2018	6/30/2019	Differentiated, timely and departmentalized professional development will be given to teachers on analyzing student data from formative assessments that will result in changes to instruction. This will be delivered monthly at faculty meetings and monitored through agenda and minutes
9/1/2018	6/30/2019	Teachers will use the 3A protocol a minimum of two per quarter and will be assessed by the school leaders through completion of 3A protocols, Teacher Team Collaboration folders, Quarterly check-ins, and observations.
9/1/2018	6/30/2019	Teachers will use the data from the 3A protocol to provide interventions a minimum of two per quarter by the school leaders through completion of 3A protocols, Teacher Team Collaboration folders, Quarterly check-ins, and observations.

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	May 23, 24, 25 of 2018
B2. DTSDE Review Type:	School Self-Reflection with District Oversight

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 our School Self-Reflection with District Oversight in May, the Cortland HS will continue to work with all teachers in the use of data and assessments to inform and adjust their instructional strategies to help all students learn and master the established learning standards. There is no consistent correlation between the instructional strategies being used and the data taken, therefore a gap exists because the strategies need to be purposefully planned.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal	By June 30, 2019, 100% of the teachers will be using data and assessments to inform and adjust their daily instructional strategies to plan targeted interventions in order for all students to meet the essential learning targets.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor	Student credit accruals (HS Students), Class visit data, 3A Protocol data, course failure data (5 week/10 week), Quarterly check-ins

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/30/18	School leaders will work with Department Leaders in developing their understanding in the use of data to plan interventions for all students monthly and will be monitored through faculty and department meeting agendas
9/1/2018	6/30/18	School leaders will share trend data from class visits with various stakeholders at monthly faculty and department chair meetings.
9/1/2018	6/30/18	All teachers will receive monthly feedback from administration on the components of effective instruction in the form of walkthrough tickets
9/1/2018	6/30/18	Instructional staff will consistently engage students in content through implementation of strategies as recommended by school leaders through walk throughs and faculty meetings
7/1/2018	9/1/2018	Implementation of an RTI program for the high school specifically Tier 2 and 3 by School Leaders and staff. This will be created over the summer months and implemented at the start of the school year. Successful implementation will be determined by observation, decrease in course failures and an increase in credit accruals
6/24/2018	11/6/2018	School leaders will provide professional development for co-teaching partners. This will be done in two phases. The first will be for co-teaching partners and the second for everyone else that signs up. This will be measured by attendance.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		May 23, 24, 25 of 2018
B2. DTSDE Review Type:		School Self-Reflection with District Oversight
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This		Based on our School Self-Reflection with District Oversight in May, though the school has taken steps to foster positive relationships, the HS still not have a comprehensive program to address the social-emotional development health needs of all students. As a result, there is a gap in the understanding and the use of SEDH supports to address the needs of all students
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 30, 2019, school leaders and staff will develop a comprehensive program to to address the social-emotional development health needs of all students. Such program will include standards, ways to foster positive relationships, collect, analyze and utilize data to address the SEL needs of all students. By doing this, we would like to have a decrease in course absences by 15% and decrease in behavioral referrals by 10% that will be monitored quarterly.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor		Course attendance, student average daily attendance, At-Risk meeting minutes, medical tutoring lists, discipline referrals, family attendance, counseling referrals and feedback
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2018	9/1/2018	School leaders and committee members will revise the Positivity Project over one week in the summer, success will be measured by its completion.
7/1/2018	6/1/2018	Teachers will implement the Positivity Project 3x a week. Success will be measured through student and teacher surveys along with fewer discipline referrals.
8/28/2018	6/30/2019	School leaders and instructional staff and members of Link Crew will provide transitional programs for the 8-9th grade level. This will happen monthly, monitored by the Link Crew Coordinator through various data collection sources (surveys, exit tickets, student reflection)
9/1/2018	10/1/2018	School leaders will create a committee to assist with the creation of the social emotional program. The committee will meet monthly, it will be comprised of staff from all school areas. Success will be the creation of the program.
9/1/2018	6/30/2019	School leaders and staff will explore alternative student behavior consequences during monthly faculty meetings. Success will be determined by a revision of the consequences and a reduction in referrals.
9/1/2018	6/30/2019	Teachers will make a minimum of one positive communication weekly and log it in Google School Tool.
10/1/2018	6/30/2019	School leaders and the SEDH committee will develop a social emotional program. The program will be embedded into the RTI program and run the entire school year. Success will be measured by student and staff surveys along with fewer discipline referrals.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	May 23, 24, 25 of 2018	
B2. DTSDE Review Type:	School Self-Reflection with District Oversight	
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 May School Self-Reflection with District Oversight, the school leaders and staff need to continue to share the vision for the school with the parents and expand upon the current procedures for communicating information about data, student/school progress, celebrations, news, and events within the school community to encourage greater school community participation. There is a gap in how well the school prepares families and staff to develop strong relationships with one another.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal		By June 30, 2019, there will be a 50% increase in opportunities for family and community engagement through improved communications from school leaders and teachers as evidenced by various indicators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor		Parent participation in district/school surveys, mid-week messages, parent sign-up to School Tool, readership increase of the monthly newsletter, student advisory group minutes, staff advisory group minutes and School Tool communication log
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/30/19	School leaders and staff will create four events, throughout the school year, to connect the school with the community. Success will be determined by the number of people who attend (sign in sheets) and through surveys
9/1/2018	11/1/2018	School leaders will create a Parent Teacher Advisory Group. This group will allow us to build a better relationship with our parents and garner community feedback
9/1/2018	6/30/19	School leaders and staff will link four grade level events together in order increase community involvement to showcase our talents and provide school information. This will monitored by attendance and exit tickets
9/1/2018	6/30/19	School leaders, monthly, will use a variety of electronic forms of communication more effectively. To better keep our parents informed we will calendar out the known events for this and add messages as needed. Tihis will be measured through the PLC surveys
9/1/2018	6/30/19	School leaders will disseminate a monthly newsletter to the community. The goal is to keep our parents and school community informed about school news, celebrations, and upcoming events. This will be monitored by the readership data that is shared monthly
9/1/2018	6/30/19	School leaders will disseminate a bi-weekly message to faculty and staff. The goal is to keep our staff informed about school news, celebrations, instructional strategies and upcoming events. This will be monitored by the readership data that is shared monthly
9/1/2018	6/30/19	Teachers will make a minimum of one positive communication contact each week and log it in Google to foster positive relationships. The log will be used as the data collection tool
9/1/2018	6/30/19	In order to support student achievement, all teachers will communicate and record contact in schoolTool with the families of at-risk students (overall average of 70 and below) or a grade drop of 10 points or more from quarter to quarter in order to ensure family awareness of student progress, identify necessary supports, and strengthen family-teacher partnership.