

LEA Name:	Hutington School District
School Name:	J. Taylor Finley Middle School

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	J. Taylor Finley Middle School	Contact Name	John Amato
Phone	631 673-2020	Email	jamato@hufsd.edu
Website Link for Published Plan	www.hufsd.edu		

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 DCIP 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 district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		James W. Polansky	
President, B.O.E. / Chancellor or Chancellor's Designee		Emily Rogan	

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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 DCIP.

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

Name	Title / Organization	Signature
John Amato	Principal, J. Taylor Finley MS	
Kenneth Parham	Assistant Principal	
Joseph Leavy	Chairperson of Humanities	
Blaine Weissman	Chairperson of Mathematics and Science	
Carmen Kasper	Director of World Languages, ESL and Dual Language Programs	
Linda Costello-Roth	Chairperson of Special Education	
Lauren Amendola	ELA Teacher	
Kimberly Finneran	Social Studies Teacher	
Angela Whitfield	Social Studies Teacher	
Debbie Chinn	Parent on Shared Decision-making Team	
Julie LaBella	PTA President	

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
July 7,8,14, 15, 16, 17	J. Taylor Finley MS	No	No

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School Information Sheet #1

School Information Sheet											
Grade Configuration	8-Jul	Total Student Enrollment	672	% Title I Population	0	% Attendance Rate	96%	% Student Sustainability	92%		
% of Students Eligible for Free Lunch	19%	% of Students Eligible for Reduced-Price Lunch	3%	% of Limited English Proficient Students	5%	% of Students with Disabilities	14%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0	% Black or African American	8%	% Hispanic or Latino	30%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	58%	% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	8	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with No Valid Teaching Certificate	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	1	Average # of Teacher Absences	4.5

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG(a) Recipient		SIG(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	44%/39%	Math Performance at Level 3 and Level 4	28%/34%	Science Performance at Level 3 and Level 4	64%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	

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District Information Sheet #2

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		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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		Limited English Proficient
	Economically Disadvantaged		

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

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SCEP Overview

In this section, the School 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 School'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 School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	2 = Partial Degree (Fewer than 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	2 = Partial Degree (Fewer than 50% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	4 = Major Degree (All identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	1 = Limited Degree (There was no increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	2 = Partial Degree (Fewer than 50% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 3: Curriculum Development and Support

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• **List the strengths of the previous year's plan.**

There was a focus on strengthening the teachers' capacity in curriculum alignment and implementation of CCLS. This was accomplished through clear direction from the curriculum office via strong professional development opportunities for teachers and administrators. Additionally, the building administration met monthly with directors and chairpersons to ensure that there was a focus on curriculum. There was review of available student achievement data with ELA and Mathematics teachers several times throughout the school year, however, this is an area of continued improvement. The Danielson Rubric for teacher evaluation has provided a good foundation for teachers and administrators to elevate the classroom instruction. The professional development offerings are focused on needs as derived from student achievement data.

• **List the weaknesses of the previous year's plan.**

Review and analysis of student achievement data including formative, summative and benchmark data centered around informing classroom practice and instruction. Administrators must expand their time spent on supervision of curriculum and instruction in the form of classroom walkthroughs to ensure that teachers are effectively planning and implementing rigorous activities aligned to CCLS. Faculty meetings need to include for presentation and discussion focused on teaching and learning and use of student data in the classroom. Parent engagement was limited to written information from principal and several general evening meetings. The IST/SBIT was not working to full capacity in 2013-14.

In developing the CURRENT plan:

• **List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?**

There will be continued focus on curriculum alignment and development in all core subject areas, which will be monitored through classroom walkthroughs and adapted to meet the needs of students. Formative and summative assessment data will be used to inform instruction and teachers will devise plans for student ownership of their performance. Instructional practices will be organized around unit and daily lesson plans that address all student goals and needs. There will be a focus on alignment to CCLS with multiple points of access for all students. The principal will plan on regular communication with students and parents to foster high expectations for student academic achievement. The principal will partner with parents and community agencies to provide training and information related to academic and emotional development to ensure student success. Additionally, data will be shared which promotes dialogue among parents and community members through several evening workshops. Teacher and academic team meetings will take place 1-2x per week with coaches and/or administrators focusing on curriculum and student achievement. Teachers will have time to plan interdisciplinary projects in Art, Music, FACS, PE and Health in which students take the lead in planning and presenting.

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• **List the timeline of events that led to the creation of the current plan.**

Reviewed NYSED report in January 2014 from site visit in April 2013. Reviewed internal review report from May 2014. Reviewed NYSED report from 2013-14 SCEP received in May 2014.

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

District website, hard copy in building and district office.

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

Curriculum alignment and rigor with administrative oversight and monitoring; Parent engagement; partnering with community agencies; use of formative and summative assessment data to inform instruction focused on student needs; Academic team and teacher meetings focused on curriculum and student achievement; Target the instructional needs of economically disadvantaged students with a focus on rigor and expectations.

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• **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.**

Mission: To educate all students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action. Needs: Improve classroom instruction, alignment and rigor; identify and support at-risk students; increase parent engagement; use data to inform instruction and close the achievement gaps among student groups.

• **State the strategy and timeline to accomplish the mission or guiding principles.**

Strategy: Provide teachers with supervised planning time 1x per week to review, plan and discuss CCLS and curriculum alignment using ATLAS Rubicon curriculum maps. Teachers will have multiple opportunities to meet with and be observed by CC Coaches to develop their classroom instruction capacity. Use NYS assessment data 13-14 and formative and summative assessments to identify at-risk students and provide support. Hold 2 parent workshops focusing on students achievement, CCLS and how to assist students at home.

• **Describe school structures that support strategic implementation of the mission/guiding principles.**

Teachers will have common, departmental/subject meeting time 1x per week built into their assignments. This time will also be used to meet with CC Coaches to improve rigor and alignment. The district uses ATLAS Rubicon to map curriculum in the core subject areas. All teachers will review, discuss and update their maps and demonstrate the use of the activities in the classroom through administrative walkthroughs and observations. Teachers will review, discuss and analyze all BARS, NYS, and district assessment data with a focus on identifying curricular and student needs.

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

Teachers must have a mechanism for accountability when meeting with colleagues to discuss and analyze data and curriculum issues. This accountability will include administrative oversight shared among the principal, assistant principal, directors and chairpersons. Effectiveness of parent workshops depends on attendance and how the events are communicated to all. After reviewing assessment data, the data must be used purposefully and correctly under supervision of administrators and supervisors. Building administrators must develop a regimen of classroom walkthroughs and effective feedback.

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

Make AYP in Economically Disadvantaged subgroup in ELA, Math and Science. Make AYP in SWD in ELA, Math and Science.

• List the data sets that were analyzed to determine prioritized professional development.

NYS assessment data in ELA, Mathematics, Science, NYSESLAT; BARS; I-READY; READ 180; Quarterly assessments; classroom test and quiz results; other student work; attendance reports, office discipline referrals; walkthrough data compiled over the year from dozens of administrative walkthroughs.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 2	Tier 1-3	Taregeted PD for all teachers in areas of ELA, Math CCLS, data use and planning: Administrative; coaches, consultants; SED resources.			September 1, 2014	May 1, 2015
Tenet 3	Tier 1-3	Taregeted PD for all teachers in areas of ELA, Math CCLS, data use and planning: Administrative; coaches, consultants; SED resources.			September 1, 2014	May 1, 2015
Tenet 4	Tier 1-3	Taregeted PD for all teachers in areas of ELA, Math CCLS, data use and planning: Administrative; coaches, consultants; SED resources.			September 1, 2014	May 1, 2015
Tenet 5	Tier 1-4	Teacher-student mentoring; School counselor-student groups targeted to emotional growth; school-wide PBIS.			September 1, 2014	June 1, 2015
Tenet 6	Tier 1-6	Teachers provide tutoring at local agencies after school for at-risk students and economically disadvantaged students.			September 1, 2014	June 1, 2015

Total Amount of Funds Reserved for Tier 1 Activities \$0

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$0 **Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)**
\$0 **Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)**
 \$0 **Total Funds Budgeted for Improvement Activities**

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
	Developing	Integrated Intervention Team (IIT) Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	
Goal #2	
Goal #3	

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1		Improvement				September 1, 2014	May 1, 2015
Goal #1				Parent Engagement			

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).							
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Improve communication of philosophy and mission related to student achievement with school community and to improve student achievement for all students.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Ensure that all staff parents and students know and share the philosophy and mission of the building.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Expand district mission statement to include vocabulary related to closing achievement gaps at all faculty meetings, staff, department meetings.	Improvement	Tier 1-1			September 1, 2014	May 1, 2015
Goal #1	Clearly communicate to parents the mission related to closing achievement gap through evening presentations and newsletters.	Parent Engagement	Tier 1-3			September 1, 2014	May 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
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D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source			
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Recommendation / Rationale #2 -								
Recommendation / Rationale #3 -								
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.								
Goal #1								
Goal #2								
Goal #3								
D2: Goal(s): List the number of the goal to which the proposed activity aligns.		E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: Hutington School District
School Name: J. Taylor Finley Middle School

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
<u>Recommendation / Rationale #1 -</u>							
<u>Recommendation / Rationale #2 -</u>							
<u>Recommendation / Rationale #3 -</u>							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
<u>Goal #1</u>							
<u>Goal #2</u>							
<u>Goal #3</u>							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
	Developing	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	
Goal #2	
Goal #3	

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
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Recommendation(s)/Rationale: In the boxes	SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		
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Recommendation / Rationale #1 -	To improve teaching and learning by aligning classroom intrcutio to CCLS.		
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Recommendation / Rationale #2 -			
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Recommendation / Rationale #3 -			
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D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

<u>Goal #1</u>	Provide adequate meeting time for teacher to receive PD, discuss and plan CCLS and implemetation with colleagues, coaches and administrators.		
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<u>Goal #2</u>	Use administrative classroom walkthroughs to assess teacher effectiveness and instructional rigor.		
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<u>Goal #3</u>			
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D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will have common meeting time 1x per week to mmet with colleagues, administrators, coaches to receive PD on CCLS and modules	Improvement	Tier 1-1		\$1,000	September 1, 2014	June 1, 2015
Goal #2	Building administrators will use classroom walkthroughs for all teachers throughout the year to ensure that instruction is rigorous and aligned to CCLS.	Improvement	Tier 1-1		\$1,000	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$2,000		

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.									
Recommendation / Rationale #1 -									
Recommendation / Rationale #2 -									
Recommendation / Rationale #3 -									
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.									
Goal #1									
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.		E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).		F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.									
Recommendation / Rationale #1 -									
Recommendation / Rationale #2 -									
Recommendation / Rationale #3 -									
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.									
Goal #1									
Goal #2									
Goal #3									
D2: Goal(s): List the number of the goal to which the proposed activity aligns.		E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).		F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$0		

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Use formative and summative student data to plan and adjust curriculum and instruction to ensure that all students achieve. District review.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Prepare for review all 2013-14 NYS assessment data by September 2014.						
Goal #2	Gather student performance data from teachers for review each quarter.						
Goal #3	Use SBIT to review student failures and develop classroom strategies for student improvement.						
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Review all 2013-14 NYS assessment data with core subject area teachers focused on adjusting instruction.	Improvement	Tier 1-1		\$1,000	September 1, 2014	June 1, 2015
Goal #2	Core subject teachers will submit names of students who fail formative and summative assessments at five week intervals.	Improvement	Tier 1-1		\$1,000	September 1, 2014	June 1, 2015
Goal #3	Administrators will meet with teachers each quarter to discuss strategies for student improvement.	Improvement	Tier 1-1		\$2,000	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
				Total	\$4,000		

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
	Developing	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	
Goal #2	
Goal #3	

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #2							

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Improve student engagement through effective differentiation in all subjects. Increase rigor of all student classroom instruction and activities.						
Recommendation / Rationale #2 -	Planning and implementation should be closely tied to analysis of student achievement data.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Use frequent administrative walkthroughs and review written lesson plans upon each walkthrough. Provide substantive feedback for reflection and adjustment to teachers.						
Goal #2	Teachers will provide evidence of use of formative and summative assessment results to plan unit and daily lesson plans.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Administrators will plan classroom walkthroughs each week in core subject areas and provide immediate substantive feedback for teachers to use in planning and implementation.	Improvement	Tier 1-1		\$500	September 1, 2014	May 1, 2015
Goal #2	Administrators will meet with teachers to review formative and summative student assessment data at five week intervals.	Improvement	Tier 1-1		\$500	September 1, 2014	May 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Instrcutional pratices and strategies are organized around annual, unit and daily lesson plans to address all students' needs and goals.						
Recommendation / Rationale #2 -	Teachers msut show evidence of appropriately aligned CCLS-based instruction.						
Recommendation / Rationale #3 -	Instruction should be planned using foramtive and summative student assessment data.						
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Teachers will meet 1x per week and 1x per month with directors to discuss curriculum using ATLAS Rubicon mapping.						
Goal #2	Administrators will review annual, unit and daily lesson plans with teachers to ensure alignment.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	All core subject teachers will meet 1x per week as department with administration to review annual, unit and daily lesson plans to ensure cohesion and alignment.	Improvement	Tier 1-1			September 1, 2014	May 1, 2015
Goal #2	While doing classroom walkthroughs, administrators will review written lesson plans and provide immediate feedback for teacher imprpovement.	Improvement	Tier 1-3			September 1, 2014	May 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed		B1. HEDI Rating	B2. HEDI Rating Source				
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		Developing	District-Led Review				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Create opportunities for students to communicate about learning experiences outside of the classroom which are linked to real life experiences, current trends and notable people in a particular field.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Create opportunities for students to communicate about learning experiences outside of the classroom which are linked to real life experiences, current trends and notable people in a particular field.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Each month will be designated for a different department of the month. Teachers will appoint students to plan and create announcements and activities in which all students can participate throughout the school during the month.	Improvement				September 1, 2014	May 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Implement classroom plans to have students chart their own progress in class.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Teachers will discuss and plan action research on how best to provide students with opportunities to chart their own progress in class.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Teachers will discuss and plan action research on how best to provide students with opportunities to chart their own progress in class.	Improvement	Tier 1-1			September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source			
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.								
Recommendation / Rationale #1 -								
Recommendation / Rationale #2 -								
Recommendation / Rationale #3 -								
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.								
Goal #1								
Goal #2								
Goal #3								
D2: Goal(s): List the number of the goal to which the proposed activity aligns.		E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
School Name: J. Taylor Finley Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	All staff must promote the school-wide program od PBIS-SAFE, RESPECTFUL and RESPONSIBLE.						
Recommendation / Rationale #2 -	Teachers must employ and promote a system of effective classroom management with clear expectations and appropriate consequences which ensures a high quality instrcutional setting.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	All staff must promote the school-wide program od PBIS-SAFE, RESPECTFUL and RESPONSIBLE. All students and parents will know and embrace the school mantra of SAFE, RESPECTFUL and RESPONSIBLE.						
Goal #2	All teachers will provide evidence of effective class management procedures with high behavioral expectations and consequences.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	All classrooms will have the building mantra posted and during the first week of school the administrators will visit classes to support the code of conduct and promote the mantra.	Improvement	Tier 1-2		\$250	September 1, 2014	June 1, 2015
Goal #2	At opening faculty meeting, we will review the building endorsed classroom management program. Administrators will make request classroom walks to ebsure that teachers are using effective strategies each day.	Improvement	Tier 1-2		\$250	September 1, 2014	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

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LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source
	Developing	District-Led Review

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Recommendation / Rationale #1 -	
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

Goal #1	
Goal #2	
Goal #3	

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.	
Goal #2		Parent Engagement	Tier 1-4					
Goal #1		Parent Engagement	Tier 1-4					

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	The school leader should provide regular communication with student and parents that foster their high expectations for student academic achievement.						
Recommendation / Rationale #2 -	The school leader should keep parents informed regarding student achievements, new initiatives and CCLS and how parents can assist their children and partner with the school staff.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Use principal's newsletter each quarter to communicate with parents regarding school and students performance, notable accomplishments and expectations.						
Goal #2	Engage parents in open discussions and meetings related to school and student performance and CCLS.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Hold two parent evening workshops centered around CCLS, student data, school report card and student expectations.	Parent Engagement	Tier 1-4		\$500	October 1, 2014	April 1, 2015
Goal #2	Principal's newsletter will be mailed each quarter to parents.	Parent Engagement	Tier 1-4		\$300	September 1, 2014 December 1, 2014 February 1, 2015 April 1, 2015 May 1, 2015	June 1, 2015

D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	the school leaders should engage community agencies as a link to students and parents to assist in student achievement.						
Recommendation / Rationale #2 -	The school leader should devise a plan to engage parents of at-risk student groups.						
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Meet with representatives from Tri CYA and Boys and Girls Club to engage parents and students.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Principal will meet regularly with social workers from local community agencies to foster a relationship in which parents and students make stronger connection to school and staff.	Parent Engagement	Tier 1-5		\$500	September 1, 2014	June 1, 2015

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.							
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide opportunities for parents and community agencies to meet with administration and staff.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	the principal will hold two parent workshops in 2014-15 with administrators, teacher and community agencies to support academic, and emotional student health.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	two parent workshops in October and April for parents and community agency personnel.	Parent Engagement	Tier 1-5		\$500	October 1, 2014	April 1, 2015

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				Developing	District-Led Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	The schoolleader should keep parents informed regarding student achievement, CCLS initiatives and promote dialogue on these topics.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Present parents with latest school report card data related to students achievement and school performance for 2013-14.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Hold two parent workshops in Ocotber and April 2014-15.	Parent Engagement	Tier 1-5		\$500	October 2014	April 1, 2015

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				\$0
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.				\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				\$0
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				\$0
Tenet 3 as a Whole				\$0
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.				\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				\$0
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				\$0
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				\$0
Tenet 4 as a Whole				\$0
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.				\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				\$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				\$0
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				\$0

LEA Name: Hutington School District
 School Name: J. Taylor Finley Middle School

Fiscal Summary Page

Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 5 as a Whole				\$0
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.				\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				\$0
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				\$0
Tenet 6 as a Whole				\$0
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.				\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				\$0
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				\$0
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				\$0
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				\$0
BUILDING TOTALS	\$0	\$0	\$0	\$0

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?

Yes