

# *Newark Middle School*

*Plan for Excellence*



*Every Student, Every Day!*



**Common Leading Indicators Worksheet**

<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance	x			x	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				x	
Student Discipline Referrals				x	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	x	x	x		
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					x
Meeting Agendas & Minutes	x				
Walk-Through Data	x	x	x		
Student Academic Data	x	x			
Lesson Plans		x	x		
Parent Participation at School Events					x

**Tenet 2: School Leader Practices and Decisions**

<b>Tenet 2 - School Leader Practices and Decisions</b>		<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		In order to build leadership capacity that will positively influence school improvement and instructional practices a leadership team needs to be created with clearly defined member responsibilities, meeting schedule, communication format as well as a method by which it demonstrates impact on student achievement.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Beginning August 2016, the school leader will review data regularly with the leadership team and support ongoing Professional development that is reflective and centered on student achievement.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.		Meeting agendas, minutes, walkthrough data, student attendance, student academic data and teacher attendance at professional development
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
16-Aug	16-Sep	The school leader will establish a building leadership team to create ongoing school communication and a culture that yields a successful academic school.
16-Sep	17-Jun	Conduct ongoing review of the Plan for Excellence to address areas of strengths and need. Data and feedback from departments will be used to assist with review of the Plan for Excellence and to develop differential Professional developments needed to progress toward the building goal.
16-Sep	17-Jun	District wide data protocol will be utilized by school leader and teachers to analyze student performance data regularly and adjust instruction as necessary.
16-Sep	17-Jun	The school leadership team will monitor the school building plan and report progress toward achieving goals to all stakeholders.

**Tenet 3: Curriculum Development and Support**

<b>Tenet 3 - Curriculum Development and Support</b>		<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>		To ensure rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS), there is a need for teachers to design standards-based lesson plans that include but are not limited to higher order thinking/questioning, learning targets, checking for understanding and use of student data to form student groupings for differentiation. In addition, there is a need for teachers to use standards aligned formative assessments to deliver instruction and summative assessments to enforce curriculum and planning.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,</b>		By June 2017, all teachers will develop and implement standards based lesson plans that will include but are not limited to learning targets, higher order thinking/questioning, checking for understanding and differentiation to ensure rigorous and coherent curricula. By June 2017, all teachers will develop quality formative and summative assessments that are aligned with the Common Core Learning Standards (CCLS),
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Teacher attendance at professional development, walk-through data and feedback, lesson plan collection and formative and summative assessment data, as well as artifacts related to summative assessments and student academic performance data.
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
16-Sep	17-Jun	Ongoing professional development and feedback for all staff in the implementation of lesson plan components during scheduled professional development sessions, department meetings and faculty meetings.
16-Sep	17-Jun	The instructional coaches will support teachers in reviewing the lesson plan components and with necessary professional development.
16-Sep	17-Jun	Teachers will use evidence from assessments to inform lesson and unit planning in order to address the needs of all students.
16-Sep	17-Jun	The building administrators will conduct walk-throughs and review lesson plans to determine the strengths and areas of need in relation to lesson components, specifically learning targets, higher order thinking, questioning, differentiation and checking for understanding.
16-Sep	17-Jun	The school leader will conduct walkthroughs to provide feedback to teachers on the implementation of standards based lessons related to learning targets, higher-level thinking/questions, and differentiation
16-Sep	17-Jun	Instructional Coaches and Secondary Administration will provide ongoing instruction and support to teachers on the development of quality summative assessments
Sep-16	Jun-17	School leader will meet with teachers to review student progress on summative assessments and identify areas of need

**Tenet 4: Teacher Practices and Decisions**

<b>Tenet 4 - Teacher Practices and Decisions</b>		<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>		To improve the relationship between what students know and need to learn, teachers must develop standards based learning targets that are aligned with the lesson. The learning targets need to be deconstructed with students to ensure understanding of the expected learning. Student progress toward the learning target should be monitored throughout the lesson through purposeful checking for understanding and opportunities for students to self- assess their learning.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>		By January 2017, all teachers will develop standards based learning targets in student friendly language. Teachers will deconstruct the learning target with the students and monitor student progress toward the learning target with purposeful checks student understanding and student self- assessment.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Teacher attendance at professional development, walk-through data, and lesson plan collection.
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
16-Sep	17-Jun	Ongoing Professional development will be provided by the school leader and instructional coaches to all teachers on how to develop and present student friendly standard based learning targets. Teachers will be instructed on how to deconstruct the learning targets with students and monitor student progress with purposeful checks for understanding and student self-assessment.
16-Sep	17-Jun	Professional development on standards-based learning targets written in student friendly language. Deconstructing the targets and monitoring standards through purposeful checks for understanding while including opportunities for student self-assessment.
16-Sep	17-Jun	All instructional staff will post learning targets, deconstruct the targets with students, check for understanding and progress toward the targets.
16-Sep	17-Jun	Instructional coaches will support teachers with the development and implantation of learning targets.



