

Salem Central Jr/Sr High School
Three-Year Building Goals
2019/2020-2020/2022

Building Goal #1: Prepare for and implement Next Generation Standards for English Language Arts, Math and Science.

District Goal Alignment: Academic Success -- Provide a comprehensive and rigorous academic program that supports and develops the whole child so he/she is prepared to graduate and become productive and responsible citizens.

Measurable Goals	Who is responsible?	How/When will we monitor our progress?
<p>(2019-2020)</p> <ol style="list-style-type: none"> 1. Provide ongoing support and professional development opportunities for teachers in <i>Grades 7-8 Math and ELA and Science 7</i> to raise awareness, build capacity and transition to NextGen Standards.. 2. Develop revised curriculum aligned to NextGen Standards in <i>Math 7, Math 8, ELA 7, ELA 8 and Science 7 (for implementation in 2020-2021).</i> <p>(2020-2021)</p> <ol style="list-style-type: none"> 1. Implement instruction fully aligned to NextGen Standards for <i>Math 7, Math 8, ELA 7, ELA 8 and Science 7.</i> 2. Provide ongoing support and professional development opportunities for teachers in <i>Algebra, English 9, Science 8</i> to raise awareness, build capacity and transition to NextGen Standards. 3. Develop revised curriculum aligned to NextGen Standards in <i>Algebra, English 9, Science 8 (for implementation in 2021-2022).</i> <p>(2021-2022)</p> <ol style="list-style-type: none"> 1. Implement instruction fully aligned to NextGen Standards for <i>Science 8, Algebra and English 9.</i> 2. Provide ongoing support and professional development opportunities for teachers in <i>Geometry, Biology, Earth and Space Science and English 10</i> to raise awareness, build capacity and transition to NextGen Standards. 3. Develop revised curriculum aligned to NextGen Standards in <i>Geometry, Biology, Earth and Space Science and English 10 (for implementation in 2022-2023).</i> 	<p>Principal, Teachers of <i>Math 7, Math 8, ELA 7, ELA 8, Science 7, Science 8, Algebra, Geometry, Algebra II, English 9, English 10, Biology, Earth and Space Science, Chemistry and Physics</i></p>	<p>(2019-2020)</p> <ul style="list-style-type: none"> • Meetings with teachers (January-June 2020) • PD attended by teachers (January-June 2020) • Submitted curriculum maps (no later than August 2020) <p>(2020-2021)</p> <ul style="list-style-type: none"> • Meetings with teachers (ongoing) • PD attended by teachers (Fall/Spring) • Submitted curriculum maps <i>Algebra, English 9, Science 8</i> (no later than August 2021) • NYS assessment results for <i>Math 7, Math 8, ELA 7, ELA 8</i> . (August 2021) <p>(2021-2022)</p> <ul style="list-style-type: none"> • Meetings with teachers (ongoing) • PD attended by teachers (Fall/Spring) • Submitted curriculum maps <i>Geometry, Biology, Earth and Space Science and English 10</i> (no later than August 2022) • NYS assessment results for <i>Science 8</i> (August 2022); Regents results for <i>Algebra</i> (June 2022).

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Building Goal #2: Establish a Restorative Justice team and implement Restorative Practices at the secondary level.

District Goal Alignment: Culture and Climate -- Establish a safe, positive, and respectful learning environment that celebrates student growth, success and diversity.

Measurable Goals	Who is responsible?	How/When will we monitor our progress?
<p>(2019-2020) Pre-Implementation of Restorative Justice (RJ)</p> <ol style="list-style-type: none"> 1. Book study related to RJ and circles (target audience: teacher/staff volunteers) 2. Establish Restorative Justice (RJ) Implementation Team (Cohort 1) 3. Provide professional development for RJ Team 4. Determine the need for an RJ consultant vs. RJ coordinator for year 1. Make necessary selections and/or appointments. <p>(2020-2021) Year 1 of RJ</p> <ol style="list-style-type: none"> 5. Pilot Tier 1 Circles using RJ team/teacher volunteers and RJ coordinator/consultant 6. Recruit volunteer team of teachers (cohort 2) for community circle (Tier 1) implementation 7. Train teachers/staff in cohort 2 8. Work with the ES RJ team to develop a plan for the introduction of RJ to the community. 9. RJ team meetings monthly to evaluate needs, progress and develop full implementation plan for year 2 <p>(2021-2022) Year 2 of RJ</p> <ol style="list-style-type: none"> 10. All staff participate in <i>Tier 1 Training (cohort 3)</i> 11. Faculty/staff begin implementing Tier 1 circles by the end of the year 12. Data collection (Including observation of volunteer teachers and focus groups of teachers, admin, staff, students, and parents;) 13. Begin training RJ implementation team and volunteers in Tier 2 and Tier 3 Restorative Circles 14. Continue regular RJ team meetings to plan topics to keep RJ alive; review data from year 1 and plans for implementation 	Principal, RJ team	<ul style="list-style-type: none"> • Book study agendas (February-June 2020) • Meeting Minutes (ongoing monthly) • Documentation of professional development. • Year 1 and 2 implementation plans (August 2020 and August 2021 respectively) • Data collection including observation and focus group feedback (ongoing)

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Building Goal #3: Ensure all students are given the opportunity to be successful in the general education classroom by providing a structured, collaborative support system for students, teachers and parents when students are experiencing difficulties; specifically, assess, revise and implement a sustainable School Based Support Team (also known as Child Study Team) at the Jr/Sr High School level as part of the overall Response to Intervention (RtI) Plan.

District Goal Alignment: Academic Success -- Provide a comprehensive and rigorous academic program that supports and develops the whole child so he/she is prepared to graduate and become productive and responsible citizens.

Measurable Goals	Who is responsible?	How/When will we monitor our progress?
<p>(2019-2020)</p> <ol style="list-style-type: none"> 1. Establish a building School Based Support work group with regular meetings. 2. Review previously used Child Study Team process as well as similar plans from other districts. 3. Develop a guide for faculty/staff (grades 7-12) outlining: <ol style="list-style-type: none"> a. What is the purpose of the team? b. Who is on it? c. What do they do? d. Procedure for referral e. Problem solving process f. Meeting checklist g. Instructional Support Plan including: <ol style="list-style-type: none"> i. Data sources that document the needs of the struggling student; ii. Summary of the data analysis; iii. Identifies the interventions that will address the student's needs; and iv. Progress monitoring <p>(2020-2022)</p> <ol style="list-style-type: none"> 4. Implement framework and provide ongoing support to faculty/staff including professional development as needed. 5. Continue monthly meetings to review data and revise the plan as needed 6. Review Tier I, II and III interventions and implementation; make recommendations for changes, revisions or additional program support. 	<p>Principal, School Based Support Team work group</p>	<p>Year 1 (2019/2020)</p> <ol style="list-style-type: none"> 1. Team meeting minutes (Monthly-Spring 2020) 2. Developed guide for CST process (target date: September 2020). <p>Years 2-3 (2020/2022)</p> <ol style="list-style-type: none"> 3. Meeting Minutes and Instructional Support Plans (ongoing) 4. Faculty/staff PD 5. Record of implementation/monitoring of Tier 1, 2 and 3 interventions. 6. Timeline for consideration/implementation of proposed recommendations.