

LEA Name:	RCSD
LEA BEDS Code:	261600010103
School Name:	Leadership Academy for Young Men

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

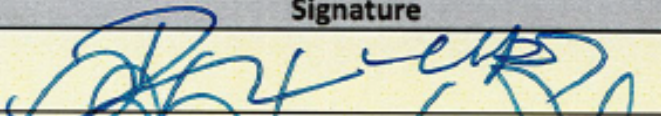
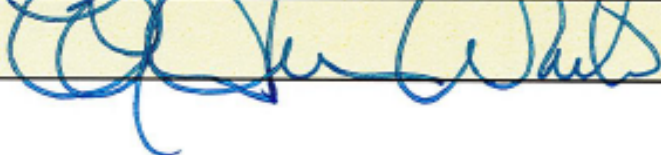
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Website for Published Plan	RCSD and Leadership Academy Websites		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	10-26-17

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Information Sheet

School Information Sheet							
Grade Configuration		Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

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

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		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)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		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
	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) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

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

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

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Implementation of Restorative Practices amongst the students and staff, and alternative methods of conflict resolution led to a reduction in suspensions from 428 suspensions in the 2015-2016 school year to 78 suspensions in the 2016-2017 school year.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Upon intensive review of all 2013 cohort members, resources were adjusted, scheduling was modified and additional supports were implemented towards meeting graduation requirements.

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

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

Increased use of open-ended questioning to enhance student engagement and critical thinking skills, implementation of the Second Step and Gear Up Curriculums to promote character development and college readiness, and a commitment to servicing the social emotional needs of 100% of the students.

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

Increased student engagement in the classroom and to better address the social/emotional needs of our students.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The LAFYM mission is that upon graduation, 100% of our young men will be college and career ready. Our guiding principles are to have our young men academically prepared for college and/or to have the skills necessary to enter the workforce.

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

An increase of 10% of students meeting proficiency in Math and ELA State Assessments and all NYS Regents Exams.

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

All middle school students are scheduled for AIS Interventions through block scheduling with a co-teaching model in Math and ELA. All high school students are scheduled for ELT classes consisting of Regents Prep, SAT Prep and Online Credit Recovery Programs.

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

The anticipated barriers for academic achievement will be: The barrier for maintaining a low and reduced suspensions will be resistance to continued change to restorative thinking and non-retaliatory behavior. We will address those barriers with continual positive reinforcement for changed mindsets and always looking for alternatives to suspension. Barriers to maintaining attendance are assuring that the parents are working with us to ensure that their sons' are attending regularly. We will address this by offering Professional Development for parents in these areas. We will continue to utilize Help Zone spaces for students who need a break from class.

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

The Professional Development focus for our school during the 17-18 year will be : 1. Restorative Mindset/Peace Circles/Trauma Informed Instruction/De-Escalating Disruptive Behaviors- The rationale is to reduce disruption in classrooms and conflicts which can lead to suspension. 2. Differentiated Instruction - The rationale is so that teachers can gain knowledge on how to tailor their lessons for each student as opposed to delivering instruction to just the whole group. 3. Higher Level learning targets. The rationale is so that teachers are providing learning targets at the beginning of their lessons that challenge the students to think at a higher level which will eventually lead to success on assessment. 4. Increased levels of student engagement. The rationale is so that teachers will become facilitators of learning as opposed to the providers of information.

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

Biweekly full staff meetings and professional development sessions, weekly common planning and grade-level meetings, weekly bulletins / emails from principal, renew partnership with the Charlotte Community Association, Introduce reading partnerships with Elementary Schools, Create a buddy teacher system, Increase the Lions' Nights to be more focused on parent involvement.

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

The plan will be on the school website, included in our newsletter, and it was roled out at our parent orienations.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

ELA and Math in the middle school will remain in step with the district adopted Common Core Modules. All other subject areas will continue to follow the district developed curriculum aligned to NYS.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

The updated Professional Development plan includes: Grade level common planning time has been scheduled daily in grades 7-9. Monthly department meetings and whole staff professional development have been scheduled. Teachers new to the building have been assigned mentors from the school staff to assist with successfully transitioning into the LAFYM model and culture.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

We are continuing to schedule ELT classes for all students. Admin will co-facilitate common planning time at least twice per week. NYS Assessment and Regents Data will be used to drive department professional development agendas. All middle school students are scheduled for co-taught AIS support classes in Math and ELA.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

We will continue to use data from district common assessments in Math and ELA to inform instruction. Teachers will be provided with professional learning around using formative assessment methods tied to Learning Targets, differentiated student needs and increased levels of student engagement.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

We will continue to work on embracing and implementing a restorative mindset as opposed to a punitive method of student discipline. Two help zone rooms have been established and are staffed by mental health professionals to address individual student needs on a daily basis. All staff will continue to receive trauma informed professional development, and ongoing support with restorative circles in classrooms. The continued shift to becoming a fully restorative school will improve the social emotional development of our students, increase safety and wellness, and improve relationships school wide.

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

26.3 % of students are SPED , 10.7% ELL, 82.7% are eligible for free and reduced lunch and 91.4% are males of color. All middle school students are scheduled for AIS Interventions through block scheduling with a co-teaching model in Math and ELA. All high school students are scheduled for ELT classes consisting of Regents Prep, SAT Prep and Online Credit Recovery Programs. In addition, in order to support the social emotional needs of these student we are providing an ELT curriculum based in restorative practices and social metional skills.

2. Organizational Plan

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

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

Two sections of 6th grade have been added for the 17-18 school year. This change was made to further expose a greater number of young men to the unqie culture and services provided by our school.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

The school is still need of staff that will buy in to the school's mission and vision and have the ability to carry this out on a daily basis. We continue to provide professional development in order to enhance the capacity of the staff in these areas.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader’s skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

ALL students will be scheduled for ELT classes as part of their daily schedule.

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

The targeted student needs for all students include: social/emotional, character building and intensive academic supports. (i.e. Second Step, Gear Up, Restorative Practices, Regents Prep, and SAT Prep)

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

SBPT, parent meetings, staff feedback and teacher involvement on the committee for ELT structure and curriculum.

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

High school students will be engaged in regents prep courses with the goal of a 10% increase in regents scored across all subject areas. We will continue to have a reduced suspension rate in the middle school as a result of the restorative practices and the Second Step Curriculum.

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

The school staff will continue to be trained in trauma informed care and restorative practices. The ELT curriculum in grades 7-9 will be focused on character development and social emotional skill building. School staff and leadership will serve a resource for providing support in order to infuse restorative practices into all interactions.

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

All ELT classes will be taught by NYS certified teachers. All academic instruction will be aligned with the Common Core Learning Standards.

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

AIS support classes in Math and ELA are scheduled for Middle School students and will be co-taught by certified staff in order to target specific student needs. Student data will be utilized during common planning/grade level and department meetings.

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

The middle school will be implementing the Second Step Curriculum. The high school will continue to implement the Gear Up Curriculum in addition to opportunities for students to attend Shared Time and Career Pathways programs.

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

Teachers of ELT classes grades 7-9 will be provided with common planning time. All staff members will have grade level, department and whole staff meetings.

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

During grade level, department and whole staff meetings data protocols will be utilized to identify trends, areas of strength and student need and to drive instructional practices.

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

All school resources will be used to continue emotional/social support for the middle school population. Resources will also be allocated to high school students for Gear Up, Regents Prep, and character development.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 21-22
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Based on 2017 DTDSE review feedback, the school has numerous goals that are not recognizable by all stakeholder groups and the goals stated by each group are different. In order to focus all stakeholder groups on school improvement, school leaders need to consolidate and advertise school goals and regularly monitor goal progress.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 2017, the school leaders will conduct focus walks to monitor the implementation of the planning of open-ended questions that will foster student discussions , and asking students open-ended questions. School leaders should provide teachers with written feedback and suggestions to improve these practices after each class visit. School leaders should revisit classrooms to monitor teachers' implementation of feedback and suggestions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough Data, Student Assessment Data,

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-17	Administrator Walkthroughs
Sep-17	May-17	Administrator Formal Observations
Sep-17	Jun-17	Administrator Informal Observations
Sep-17	Jun-17	Administrator Final Evaluations

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 21-22
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Based on the 2016 DTSDE Review Teachers need to regularly incorporate higher order questioning in order to foster greater levels of critical thinking and student engagement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	September 2017, teachers will prepare at least one question in each of their lesson plans that is open-ended and will foster student discussions. These questions will encourage students to apply skills such as justifying an answer, explaining their thinking, and reflecting on the reasoning of peers.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Lesson plans, Walkthrough Data, Student assessment Data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-17	Administrator Walkthroughs
Sep-17	May-17	Administrator Formal Observations
Sep-17	Jun-17	Administrator Informal Observations
Sep-17	Jun-17	Administrator Final Evaluations
Sep-17	Jun-17	Grade level meetings, Department meetings, and Staff PD's

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March 21-22
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Based on the 2017 DTSDE Review teachers need to regularly incorporate open-ended and higher order questions in order to foster greater levels of critical thinking and student engagement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning in September 2017, teachers will ask students open-ended question(s) that are prepared in their lesson plans. Teachers will provide students with time to think about the question and share their answers with their peers in a small group and/or partner discussions. Students will have the opportunity to share their knowledge and understanding with the entire class based on their discussions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Common Assessment Results, Walkthrough Data, January Regents Results, teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-17	Administrator Walkthroughs
Sep-17	May-17	Administrator Formal Observations
Sep-17	Jun-17	Administrator Informal Observations
Sep-17	Jun-17	Administrator Final Evaluations
Sep-17	Jun-17	Grade level meetings, Department meetings, and Staff PD's
	Ongoing	Staff will participate in professional development sessions throughout the school year.
	Ongoing	Leadership team will review lesson plans submitted by instructional staff.
	Ongoing	Clerical staff will collect attendance from each professional development session throughout the school year.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 21-22
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Based on recent DTDSE review feedback and help zone data, there is a need for an increase in the number of students receiving social/emotional supports.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 2017, the student support staff in collaboration with the school leader will utilize the school's student support referral process to ensure that 100% of students in need of social/emotional support are identified, provided with services, and regularly monitored to assess progress.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Discipline Referrals Student Truancy Rate

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-17	On-going	Full Staff Training on Social/Emotional needs of Boys of Color
Sep-17	On-going	Student Referral Process shared with staff
Sep-17	Jan-17	SJF trauma informed schools training/action research
Sep-17	Oct-17	Adverse childhood experiences survey (ACE)-All Students
Oct-17	On-going	Mid-Quarter review progress monitoring

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 21-22
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Based on our most recent DTDSE review feedback, there is a need to increase communication between school, home, and community to improve parent involvement as it relates to student outcomes.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By Jan 2018, 50% of our parents will complete a parental training sessions designed to provide parents with information regarding student attendance, academic achievement, and student conduct in order to help their students be more successful in school, evidenced by data kept through Home School Assistant's parental contact records.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Discipline Referrals Parent Attendance at Workshops
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-17	Aug-17	Clerical staff will send list of agencies with welcome packets to all Leadership Academy students & families.
Aug-17	Aug-17	Clerical staff will add list of agencies to our school's website.
Jul-17	Jul-17	Leadership team will prepare a list of tips for parents to use to help their students be successful in school.
Aug-17	Aug-17	Leadership team will include the list of tips for parents in the student handbook.
Aug-17	Aug-17	Clerical staff will mail student handbooks to families.
Sep-16	Sep-17	Home School Assistant will publish the survey for parents to complete.
Sep-17	Sep-17	Home School Assistant will share the results of the parent survey for future planning purposes.
Sep-17	Oct-17	Home School Assistant will offer first parent training based on parent survey results.
Ongoing	Ongoing	Home School Assistant will conduct a minimum of two additional parent training sessions based on parent survey results.
Ongoing	Ongoing	Home School Assistant will track parent involvement in workshops.