

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010097
School Name:	Vanguard Collegiate High School #97

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

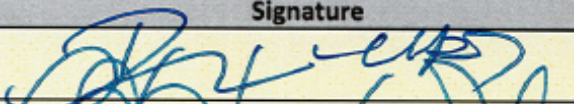

Contact Name	Ed Mascadri	Title	Acting Principal
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Plan			

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.




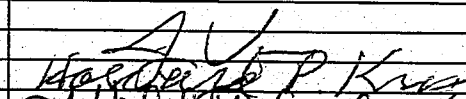
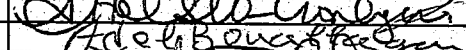

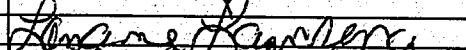
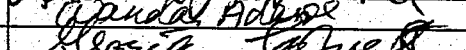
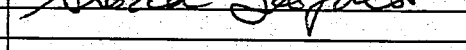
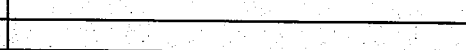
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

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

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
August 30, 2017	149 Conference Room		
September 22, 2017	Library		

Name	Title / Organization	Signature
Ed Mascadri	Principal / Vanguard Collegiate High School	
Nyree Wims-Hall	Assistant Principal / Vanguard Collegiate High School	
Jerome Vacca	Assistant Principal / Vanguard Collegiate High School	
Howard Krug	Teacher / Vanguard Collegiate High School	
Susan Hollister-Cronberger	Teacher / Vanguard Collegiate High School	
Adel Bouallagui	Teacher / Vanguard Collegiate High School	
Timothy Fleche	Teacher / Vanguard Collegiate High School	
Margery Musinger	School Counselor / Vanguard Collegiate High School	
Lorraine Lawrence	Teacher / Vanguard Collegiate High School	
Wanda Adames	Clerical / Vanguard Collegiate High School	
Gloria LaJuett	Social Worker / Vanguard Collegiate High School	
Dawn Jones	Teacher / Vanguard Collegiate High School	
Nora Roman	Parent Liason / Vanguard Collegiate High School	
Glendaliz Villanueva	Parent / Vanguard Collegiate High School	
Grisel Gonzalez	Parent / Vanguard Collegiate High School	
Eriberta Walter	Parent / Vanguard Collegiate High School	
Ruth Vargas	Parent / Vanguard Collegiate High School	
Nydia Romero	Parent / Vanguard Collegiate High School	

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		% 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)					

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").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- 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").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- 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").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- 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").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- 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

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)

- Moderate Degree (At least 50% of planned activities were funded.)
- 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").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- 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).

Last year's plan focused on differentiation of instruction. This was not reflected in instructional practice.

- 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.

Last year's plan was not an accurate reflection of the school as a whole. There were many areas in need of improvement. The school vision also needed to be addressed as it was not consistently understood nor implemented.

In developing the CURRENT YEAR'S plan:

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

Viable PTO

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

Student social-emotional development

- 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

Guiding principles of excellence, passion, integrity, and community.

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

65% or higher on all regents exams.

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

N/A or TBD

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

Lack of human resources, resources and support for SWDs, ELLs, and struggling students.

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

Restorative practices, differentiated instruction.

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

Town meetings, establishing partnerships, newsletters, sharing data and events.

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

School and district website, main office, staff lounge, PTO, and SBPT.

- **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.**

N/A

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.

Common Core Curriculum in ELA and Math based on data analysis of January Regents results. 62% passed ELA and 9% passed Math. Honor courses will be offered in Global I and English I. Forensic science will be an elective and graphic design will be an art elective.

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.

Staffing and enrollment do not support a "clean" common planning time other than lunch. Content area departments schedule monthly meetings during lunch and after school. A lesson plan template will be created to support teachers with instructional planning a delivery of instruction. Teachers will plan and develop lesson and unit plans that use instructional and planning elements such as: grouping based on data analysis, higher order questions strategies to improve to student's achievement and engagement. Professional development will be scheduled throughout the year to address the above.

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

The daily calendar-schedule will be changed to reflect an additional length to the school day. The advisory period will be changed from period 7 to period 1. The purpose of the advisory is to provide increased enrichment opportunity to support students' social-emotional needs and development. There will be two thirty five minute lunch periods to enable support relationship building during lunch due to the smaller number of students in the cafeteria for each lunch.

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

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.

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.

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.

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.

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.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

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?

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 28-29, 2017
B2. DTSDE Review Type:	District-Led

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	According to the recommendations of the recent DTSDE review, School leaders, teachers, and other supporting staff will establish a two-way communication plan to engage families as learning partners and create a tracking system that will be used as a tool to monitor and assess the frequency of proactive home school communication.
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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 June 30, 2017 school leaders with coaches will identify 2 to 4 instructional practices that address student engagement, differentiated instruction, and embedded higher-order thinking and questioning. 70% of teachers trained in the instructional practices will consistently implement these practices, as observed and documented during targeted monthly walkthroughs throughout the 2016-2017 school year.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	By June 15, 2017, school leaders will conduct walkthroughs using small group committees to document and assess the results. The administration will conduct approximately 10 five to ten minute walkthroughs per teacher during the 2017-2018 school year and review lesson plans to monitor teacher progress on instructional planning toward the school wide goal of improved student engagement and differentiation of instruction.
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E1. Start Date: Identify the projected start date for each	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.
7/1/2017	6/30/2018	Create, share and reiterate a targeted simplified vision through SBPT, staff, student representatives, and elected parent representatives. [Administrators]
7/1/2017	6/30/2018	Promote the goals and vision at all school functions, ensuring visible displays, inclusion on website, all school events. [Administrators]
9/1/2017	5/1/2018	Continue to develop visual displays of the goals, vision of the school, and promote our schools values (EPIC). [Culture Climate/PBIS]
8/26/2017	6/6/2018	Provide PD on using data in the classroom and the Common Core, during PD and targeted data meetings after school quarterly. [Data Team]
10/1/2017	5/1/2018	Disaggregate and share the data from the administrative classroom walkthrough tool to improve instruction through summary reports to be shared during staff meetings. [Administrators and Data Team]
9/1/2017	6/30/2018	Continue and refine monthly meetings, problem based learning, Advisory Time, and fairs to meet the social and emotional needs of the students and strengthen sense of community. [School Wide Meeting Team/Advisory/Support Providers]

11/30/2017	4/15/2018	Develop a formal survey staff to determine financial needs assessment for academic materials and programmatic implementations including field studies. [Administrators]
10/1/2017	4/30/2018	Design interventions and preventions based on RTI team and Data team analysis. Promote the RTI team regular meetings reflect the student support staff and are the next level of support for students following needs identification from staff. [RTI and Data Team]
11/15/2017	4/30/2018	Publish trends and growth patterns from classroom walkthrough data quarterly. [Administrators]
7/1/2017	6/30/2018	Design a script for automatic dissemination of feedback for teachers that is timely and relevant Include a response system. [Technology]
9/1/2017	6/25/2018	Publish weekly classroom walkthrough focuses in the google classroom [Administrators]

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 28-29, 2017
B2. DTSDE Review Type:		District-Led
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		Based on the recommendation of the DTSDE review conducted in May 2017, it was recommended that school leaders work with staff and students in grades 9-11 to set small-step, measurable, and achievable personal targets in all academic subjects. Teachers should also be mindful that daily learning targets (which are aligned to the CCLS) are not only posted and visible to students, but communicated clearly to students during the introduction of a lesson and referred to during and at the end of lessons.
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.		During the 2017-2018 school year, teachers will work with students to develop academic class goals that are small-step, measurable and achievable. Teachers will use differentiated instructional strategies to plan and develop lessons and unit plans that address the personal targets set by students and staff. Teachers will also incorporate learning targets into their lesson plans and communicate them to students throughout the lesson. Teachers will check for understanding of the learning targets and lesson objectives through the use of formal and informal assessments. The data from these assessments will then be used to drive future instruction. This goal will be measured by the reflection of a 2% increase on the 5 Regents exams in June 2018 and 80% use of these elements in planning documents as evidenced by formal and informal observation by the administrative team.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		The administration will conduct approximately five 5-10 minute walkthroughs per teacher during the 2017-18 school year and review lesson plans to ensure that teachers are incorporating learning targets throughout their lessons, using differentiated instruction strategies. Each teacher will keep goal-setting records for each class, which will be available for administrator's review.
E1. Start Date: Identify the projected start date for each	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.
10/1/2017	10/15/2017	By October 31st, a committee will be created to review current lesson plan templates and add key components identified based on the state review recommendations.
10/15/2017	10/31/2017	By October 31st, 2017, the lesson templates created by the committee will be presented to the SBPT for approval.
10/31/2017	11/15/2017	Approved lesson plan templates will be disseminated to teachers.
10/31/2017	6/15/2018	Leadership team will provide Professional Development opportunities on key components of writing lesson plans and differentiating instruction at least 5 times during the school year 2017-2018.
10/31/2017	6/15/2018	During the duration of the 2017-2018, as part of planning and preparation domain 1, 80 % of teachers will use the lesson template(s) created by the committee to plan their daily instruction.
10/1/17	11/1/17	Leadership team will provide Professional Development opportunities on goal setting at least 2 times prior to November 1st, 2017.

10/1/17	12/1/17	Teachers will work with students to develop class goals relevant to academic area.
10/1/17	6/15/18	During the duration of the 2017-2018 school year, as part of instruction Domain 3, 80 % of teachers will use the goal-setting process to drive instruction. Periodic benchmark assessments, formal and/or informal, will be conducted.

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 28-29, 2017
B2. DTSDE Review Type:		District-Led
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		Based on the recommendation of the DTSDE review, school leaders and teachers should meet with students to obtain their input and suggestions in order to determine ways lessons can be made more relevant and meaningful for students.
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.		During the 2017-2018 school year, teachers will implement the use of 2 – 4 school-wide instructional strategies that address the above discussions as determined by SBPT, designed to make class content(lessons) more intellectually engaging, more relevant for students, and that relate to their experiences, and that are designed to create opportunities for active participation, in order to improve students' achievement and engagement. At year's end, success will be measured by an increase of 2% in scores on the 5 Regents Exams as compared with data from June 2017.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		1. Student performance on January Regents Exams 2. Teacher Attendance at Professional Development 3. Progress will be measured by quarterly cohort passing rates, which will demonstrate improvement, identify areas of further need, and which of these strategies are proving to be successful. Throughout the year, formal/informal observations by the Administration team, who will act as facilitators and resources for teachers, will serve to guide teachers' use of these strategies.
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.
9/1/2017	10/31/2017	School leaders will provide professional development for teachers to use on one school-wide instructional strategy.
10/1/2017	11/30/2017	School leaders will provide professional development for teachers to use on a second school-wide instructional strategy.
11/1/2017	12/21/2017	School leaders will provide professional development for teachers to use as they implement a third school-wide instructional strategy.
12/1/2017	1/31/2018	School leaders will provide professional development for teachers to use as they implement a fourth school-wide instructional strategy.
1/1/2018	2/28/2018	School leaders will conduct walk-thrus and provide feedback to teachers to use for implementation of instructional strategies.
2/1/2018	12/20/2018	School leaders will work with content departments to analyze January Regents exam data in order to create goals for the second semester.
9/1/2017	11/22/2017	School leaders will offer support to teachers and staff to implement school-wide instructional strategies in their classrooms.
9/1/2017	10/31/2017	Teachers will set up a school wide google doc with links to instructional and behavioral support strategies.

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:		
B2. DTSDE Review Type:		
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		Based on the recommendation of the DTSDE review team and data showing increased discipline referrals, the school needs to develop a plan to address the Social Emotional Development and Health of Vanguard Collegiate HS students.
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.		80 % of the students who have 5 or more disciplinary referrals will be provided targeted support to address their specific needs. Leading this effort with RIT Committee, counseling, community agencies, and intervention staff in order that students will be invested in their learning and connected to their communities, measured by decrease in failing grades and a decrease in discipline referrals by 10 %.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		1. Students average daily attendance 2. Students suspension rate (long-term , short-term) 3. Students discipline referrals
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.
9/1/2017	6/15/2018	School Administration will create a Discipline Committee comprised of teachers, support staff, and a community agency to review current discipline data and to identify and match student needs to interventions. This committee will be responsible for the creation of a comprehensive discipline form.
9/1/2017	6/15/2018	In conjunction with the SBPT and support staff, the Discipline Committee help identify those students in crisis (define the indicators of students who qualify to ensure no one falls through the cracks). Teachers can communicate concerns with the support staff for review.
8/1/2016	11/1/2016	Provide Professional Development in Restorative Practices for teachers and staff to improve the social and emotional well being of students and create healthier relationships between and among students, adults, and families.

9/1/2017	6/1/2018	An established advisory committee, composed of teachers and staff, have developed a year-long curriculum to be used during advisory. The curriculum includes daily exercises which incorporate restorative practices, as demonstrated in the professional development provided to staff in year 2016-2017. Team-building exercises, grade level activities and peace circle topics, used daily will promote a positive school climate to help build healthier relationships among students and staff.
9/1/2017	6/15/2018	In conjunction with RTI, Student Support team members and the Discipline Committee, will help identify students in crisis. Student indicators are low-attendance, below achieving test scores, historical grades, number of times in ISS and OSS and behavior in classrooms. Students identified in need will be referred to Response To Intervention or Student Support Services, where additional support services would be suggested to the student and parent. Interventions may include additional counseling, tutoring, or testing for accommodations.
9/1/17	6/15/18	Provide Professional development in Restorative Practices for teachers and staff to improve the social and emotional well being of students and create healthier relationships between and among students, adults, and families especially due to number of new staff members.
9/1/17	6/15/18	After returning from suspension student should work with a member of the School Discipline committee to complete the Restorative Practice worksheet in order to re-enter the school building.
9/1/17	6/15/18	Student Support Service team will continue to seek outside community resources to assist in meeting the needs of Vanguard Students.
9/1/2017	6/15/2018	Promote a school culture that identifies and celebrates positive values- Vanguards' Vision: Respect, Responsibility, Kindness and Self control . Recognize students during morning announcements, flyers, t-shirts etc that have displayed/ demonstrated school values.
9/1/2017	6/15/2018	Offer educational alternatives "Afternoon School" in conjunction with social & emotional developmental activities (i.e. counseling, restorative circles, etc)
9/1/2017	6/15/2018	Peer Justice Panel will direct peer mediators to intervene where student/student conflicts and student/teacher issues have lead to violations of student code of conduct.
9/1/2017	6/15/2018	Peer Justice Panels to set out disciplinary procedures for students with 5 or more referrals or serious violations of the code of conduct.
9/1/2017	6/15/2018	Students in afternoon school will offered clearly organized incentives. (positives phone calls, gift cards, movie tickets, food incentives and etc.)

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:	
B2. DTSDE Review Type:	

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	According to the recommendations of the recent DTSDE review held on April 5-7, 2016, the school leaders, teachers, and other supporting staff will establish a two-way communication plan to engage families as learning partners and create a tracking system that will be used as a tool to monitor and assess the frequency of proactive home school communication.
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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 October 31st, 2017, school leaders, teachers, home school assistant, and school partners will collaborate to increase parent involvement in school events, town meetings and other activities by 25% through an effective communication plan that fosters students' high academic achievement, equity, and excellence.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys Community partnerships' attendance at workshops and town meetings

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.
9/1/2017	6/1/2018	School leaders, teachers, home school assistant, and school partners will have two town meetings for all stakeholders which will include dinner
10/1/2017	5/30/2018	Home school assistant and school leaders will create monthly newsletters which will be translated in some of the native languages of the students
10/1/2017	6/15/2018	In collaboration with the school leaders, teachers, school partners and the home school assistant the school's web master will keep and update the school's website to reflect current events.
9/1/2017	11/1/2018	The school leaders, school partners, parents, and the home school assistant will create a parent & community committee to inform and address parents and community regarding school climate, data, and identified issues or concerns.