

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010103
School Name:	Leadership Academy for Young Men

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Wakili Moore	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

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.

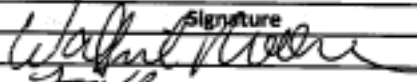
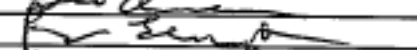
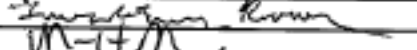
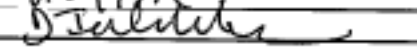
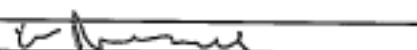
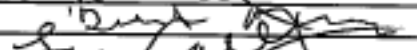

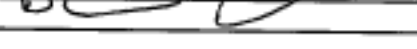
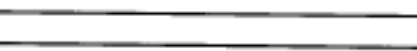

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)
June 22, 2018	LAFYM		
June 25, 2018	LAFYM		
June 26, 2018	LAFYM		

Name	Title / Organization	Signature
Wakili Moore	Principal/LAFYM	
Lee Wingo	AP/LAFYM	
Dr. Paul Lampe	Academy Director/LAFYM	
Lawanda Brown	AP/LAFYM	
Michelle Higgins-Marshall	Lead Counselor/LAFYM	
David Iacchetti	AP/TOA/LAFYM	
Walida Monroe	Parent	
Diedre Irvine	Parent	
Elizabeth Casey	Teacher	
Brian Cardilli	Teacher	

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:

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

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 checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input 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 checked="" 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 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 checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input 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 |



Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

Directions: Provide a narrative in response to the questions. All questions must be answered.

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 increase student involvement in restorative practices, developed over 30 student leaders that led staff professional learning, peer mediators,

- 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.

Changed walk-through tool, teacher expectations, hall expectations, student expectations.

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 new walk-through tool, communicating teacher expectations.

- 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/emtional 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 pricipals 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 retaliory behavior. We will address those barriers with continual positive reinforcement for changed mindsets and always looking for alternatives to suspension. Barriers to manintaining 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 18-19 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 orientations.

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:		May 15-17 2018
B2. DTSDE Review Type:		SED Integrated Intervention Team (IIT)
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on 2018 IIT review feedback, the school has numerous gaps including the following: unclear staff expectations, too many students in hall during instructional time, ineffective walk-through tool that does not capture behavior, unclear expectations and procedures for school safety officers and Helpzone staff.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Beginning July 2018, school leader will identify three to five nonnegotiable expectations for staff; beginning in August 2018, school leader will collaborate with the leadership team, to devise a strategy to ensure all students are in class during instructional time, revise the walk-through tool to capture student behavior and reestablish clear expectations and procedures for school safety officers and Helpzone staff.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Communication of nonnegotiable expectations, student attendance data by period, walk-through tool data, staff disciplinary 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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	Jun-19	School leader will communicate nonnegotiables through staff handbook, summer retreat and day one operation meeting. School leader will monitor data pertaining to staff compliance with expectations.
Aug-18	Jun-19	<p>School leader will develop</p> <ul style="list-style-type: none"> • A coordinated, period by period schedule for assigning administrators to hallways and their offices. • A system for recording the students skipping class and congregating in the hallways and stairwells. • The means of analyzing trends in the data collected so school leaders can identify and address the individual underlying motivations for cutting class.

Aug-18	Jun-19	School leader will develop and implement a walk-through tool that effectively captures student behavior.

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:	May 15-17 2018
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the 2018 IIT Review, teachers were not consistently implementing higher order questioning in order to foster greater levels of critical thinking and student engagement on a regular basis.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Starting in September 2018, 50% of teachers will be observed preparing/implementing 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, Walk-through 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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
Sep-18	Jun-19	Administrator Walk-throughs by assistant principal and the principal of 100% of teaching staff each semester.
Sep-18	May-19	Administrator Formal Observations by assistant principal and the principal of 100% of teaching staff by 5/30/19.
Sep-18	Jun-19	Administrator Unannounced Observations by assistant principal and the principal of 100% of teaching staff by 6/1/19.
Sep-18	Jun-19	Administrator Final Evaluations by assistant principal and the principal of 100% of teaching staff by the end of the school year.
Sep-18	Jun-19	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:	May 15-17, 2018
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the 2018 IIT review, building-wide expectations for the beginning of each lesson were not clear.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning August 2018, school leader will reinstate building-wide expectations for the beginning of each lesson. All teachers should ensure the prompt start to all lessons by: <ul style="list-style-type: none"> • Unlocking their classroom punctually; • Welcoming students at the door of the classroom; and • Managing any incidents of poor behavior in the hallway.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administrator's walk-through data, teacher disciplinary data and student behavior 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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Jun-19	School leader will communicate nonnegotiables utilizing the staff handbook, summer retreat and day one operation meeting. School leader will monitor data pertaining to staff compliance with expectations.
Sep-18	Jun-19	Data will be shared among the administrators once per week to identify and address non-compliance.

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:	May 15-17 2018
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on IIT review feedback and help zone data due the high number of referalls 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 Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 2018, 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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	ongoing	Full Staff Training on Social/Emotional needs of Boys of Color
Sep-18	ongoing	Student Referral Process shared with staff
Sep-18	Jan-19	SJF will facilitate a trauma informed schools training/action research for 20 staff members culminating Januray 2019.
Sep-18	May-19	Counselor facilitated adverse childhood experiences survey (ACE)-All Students
Oct-18	ongoing	Counselor, administrators and staff will conduct Mid-Quarter review progress monitoring for all students.

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:	May 15-17 2018
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on our IIT review feedback, there is a lack of parent involvement and 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 Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Due to lack of parent involvement, by Jan 2019, it is our intent that 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.
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

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Aug-18	Clerical staff will send list of agencies with welcome packets to all Leadership Academy students & families.
Aug-18	Aug-18	Clerical staff will add list of agencies to our school's website.
Jul-18	Jul-18	Leadership team will prepare a list of tips for parents to use to help their students be successful in school.
Aug-18	Aug-18	Leadership team will include the list of tips for parents in the student handbook.
Aug-18	Aug-18	Clerical staff will mail student handbooks to families.
Sep-18	ongoing	Home School Assistant will publish the survey for parents to complete.
Sep-18	ongoing	Home School Assistant will share the results of the parent survey for future planning purposes.
Sep-18	ongoing	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.