

District Comprehensive Improvement Plan (DCIP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, all Focus Districts are required to develop a District Comprehensive Improvement Plan (DCIP) that details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools. SY 2012-13 will be a transitional year for the Consolidated Application and District Comprehensive Improvement Plan (DCIP) based on the following requirements.

For SY 2012-13 the DCIP must:

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT) , and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the DCIP must incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. For Districts identified for English Language Learners (ELLs), the DCIP must incorporate the goals and activities from any current Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP). Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.
- identify the supports and interventions that will be provided to schools from the **List of Allowable Activities for Improvement** approved by NYSED (pages 5-6). The list aligns to the six tenets and the statements of practice.
- explicitly delineate the district's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The DCIP must focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.
- address how the district will use its full range of resources (which may include Title I, Title II, and/or Title III, 1003a and/or 1003g School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- address the six tenets identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- be 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 DCIP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The DCIP and SCEP templates follow on pages 9-43.

DEFINITIONS

ESEA Flexibility Waiver: Flexibility granted to New York State of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA). For more information regarding specific provisions waived please visit: <http://www.p12.nysed.gov/esea-waiver/>

Six Tenets: focused ideas for school and district effectiveness identified as follows:

1. District Leadership and Capacity
2. School Leadership Practices and Decisions
3. Curriculum Development and Support
4. Teacher Practices and Decisions
5. Student Social and Emotional Developmental Health
6. Family and Community Engagement

Diagnostic Tool for School and District Effectiveness: tool used to determine how close or far away a school or district is from effective implementation of the 6 tenets in school and district effectiveness. Not yet available to schools or districts, will be forthcoming.

Statements of Practice: provide guidance on a broad set of optimal conditions that are designed to yield the best student achievement and school wide outcomes. Statements of practice are identified on the DCIP template on the top of each chart after the Tenet number.

2012-13 CHARTER SCHOOL DCIP EQUIVALENCY FORM

CONTACT NAME		TITLE	
PHONE		E-MAIL	
CHARTER SCHOOL AUTHORIZER			

APPROVAL OF THIS FORM BY THE SCHOOL LEADER AND BOARD OF TRUSTEES IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority Charter School.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SCHOOL LEADER			___/___/___
PRESIDENT, B.O.T.			___/___/___

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school’s board of trustees in consultation with the charter school’s authorizer.

DCIP EQUIVALENCY DOCUMENTS FOR THIS LEA (Select all that apply):

- ORIGINAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- RENEWAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- PROBATION/REMEDIAL ACTION/IMPROVEMENT PLAN (insert web link)**
Issuance Date: _____

NOTE: Please do not submit paper copies of the above referenced items. Please ensure all web links provided work.

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that are identified for the English Language Learners (ELL) subgroup and have a Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP) should include those goals and activities in the DCIP. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans. The DCIP and SCEPs will be made widely available through public means, such as posting on the Internet, by the district.

Prior to completing the DCIP, the District should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. The major components of the DCIP and SCEP(s) should be in alignment. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet if applicable. For example, Tenet 1.1 should contain major recommendations that directly relate to recruiting, evaluating, and retaining high quality personnel in your district. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8.
- B. Provide a list of goals directly aligned to achievement of the major recommendations.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. If more than one activity is listed please number the activities so they can be cross-referenced in the SCEPs.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and target.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity. For school level activities, total the school amounts in all SCEPs by SOP number and fund source so they can be reported as line items in the DCIP.
- H. Indicate the total district costs associated with each activity. This amount includes the costs allocated to each school and serves to document how the district will meet improvement set-aside requirements.

Note: For tenets 2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, 6.2-6.5 only items G and H referenced above are required for the DCIP. Items A-F (shaded) may be left blank.

Statement Of Practice	List of Allowable Activities for Improvement Set-Aside Requirement
Section A: Federal and State Required Activities	
Tenet 1	Public School Choice (Up to 20% of the LEA set-aside).*
Tenets 1 & 2	Supplemental Educational Services (Up to 30% of the LEA set-aside).*
*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.	
All Tenets	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
All Tenets	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
Section B: Standards and Assessment	
1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 3.5, 4.5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes (Title II A ONLY).
Tenet 5, 6.1, 6.3, 6.4	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS) (Title II A ONLY).
1.2, 1.4, 2.1, 2.4, 3.5, 4.1, 4.5, Tenet 5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
1.5, 3.5, 4.5	Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).
1.4, 2.1	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll. (Title I funds NOT ALLOWED).
1.2, 2.4	Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll (Title I funds NOT ALLOWED).
1.4, 2.1	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll (Title II A ONLY).
1.4, 2.1	Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. (Title II A ONLY)
1.5, 3.5	Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems (Title II A ONLY).

2.4, 3.4	Costs associated with professional development and planning for teachers (and their principals/ instructional supervisors) and state approved partner organizations who will implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs.
2.4, 5.1	Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.
2.4, 3.3	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development (Title I and Title III only).
1.2, 2.4	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Section C: Data Systems
1.2, 1.5, 2.4	Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.
	Section D: Great Teachers and Leaders
1.1, 2.5	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
1.2, 2.5	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated (Title II A only).
1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Section E: Turning Around Lowest-Performing Schools
All tenets	Implementation of one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).
All tenets	Supporting LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) planning activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).

LEA Name _____

LEA BEDS Code _____

The chart below provides a basic crosswalk between previous diagnostic report structures/indicator categories and the new Diagnostic Tool for School and District Effectiveness that will be implemented in 2012-13. The purpose of this chart is to guide LEAs as they create District Comprehensive Improvement Plans and Comprehensive Education Plans for SY 2012-13 so that new report information can be easily aligned with their DCIP and SCEP. **This is intended to facilitate future revisions and is only a guide, not a required format.** LEAs should align their information with the Six Tenets based on the details of the findings and recommendations in their actual reports rather than follow the suggestions in this chart exactly.

The Six Tenets		SQR	ESCA/SCRA	JIT
1. District Leadership & Capacity				VII. District Support
1.1	Recruiting, hiring, & retaining human capital			
1.2	Fiscal, facility, and personnel resources			
1.3	District vision			
1.4	Comprehensive professional development			
1.5	Data-Driven Culture	I. Collection, Analysis & Utilization of Data		
2. School Leadership Practices and Decisions				
2.1	District support of school leader			
2.2	School leader's vision			
2.3	Systems and structures for school development	I. Collection, Analysis & Utilization of Data (1.1) II. Teaching & Learning (2.10)		VI. Professional Development (6.1, 6.3-6.5)
2.4	School leader's use of resources	VI. Facilities and Resources		
2.5	Teacher effectiveness	V. Professional Development (5.1-5.2, 5.5-5.6)		V. Collection, Analysis & Utilization of Data (5.8)
3. Curriculum Development and Support			ESCA: IV Critical Analysis	I. Curriculum
3.1	District support concerning curriculum		SCRA: Criteria, IV. Assessment	
3.2	Enacted curriculum		SCRA: Criteria, II	
3.3	Units & lesson plans		SCRA: Criteria, II	
3.4	Teacher collaboration	II. Teaching & Learning (2.9) V. Professional Development (5.3-5.4)		VI. Professional Development (6.2)
3.5	Use of data	I. Collection, Analysis & Utilization of Data (1.3)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.1-5.2)

The Six Tenets	SQR	ESCA/SCRA	JIT
4: Teacher Practices and Decisions	II. Teaching & Learning		II. Teaching & Learning
4.1 District support of teachers			
4.2 Instructional Practices and strategies			
4.3 Comprehensive plans for teaching			
4.4 Classroom environment & culture		SCRA: III Instructional Supports for Student Needs	
4.5 Use of data	I. Collection, Analysis & Utilization of Data (1.2, 1.4)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.3-5.6)
5. Student Social and Emotional Developmental Health	IV. Infrastructure for Student Success		IV. Infrastructure for Student Success
5.1 District support of student growth			
5.2 Systems & partnerships			
5.3 Vision for social, emotional developmental health			
5.4 Safety			
5.5 Use of data			V. Collection, Analysis & Utilization of Data (5.3-5.4)
6. Family and Community Engagement			
6.1 District support of family & community engagement			VII. District Support (7.4)
6.2 Welcoming environment			IV. Infrastructure for Student Success (4.11)
6.3 Reciprocal communication	III. School Leadership (3.2)		IV. Infrastructure for Student Success (4.8)
6.4 Partnerships, Share power & responsibility	II. Teaching & Learning (2.9) IV. Infrastructure for Student Success (4.6-4.7)		IV. Infrastructure for Student Success (4.7)
6.5 Use of data			V. Collection, Analysis & Utilization of Data (5.7)

2012-13

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

CONTACT NAME		TITLE	
PHONE		E-MAIL	

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

Approval is required no later than three months following the designation of the school district as a Focus District and shall be subject to the approval of the commissioner, upon request.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR’S DESIGNEE			___/___/___

DISTRICT LEADERSHIP TEAM: Each LEA should have a single District Leadership Team (DLT) and a single district comprehensive improvement plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

DCIP Overview

In this section, the district must describe the overall improvement mission or guiding principles at the core of the district comprehensive improvement plan, strategy for executing the mission/guiding principles, the key design elements of the educational improvement plan presented in the DCIP, 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 as presented over a three year period of time.

The Overview will be made widely available through public means, such as posting on the Internet, by the district. It will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. This Overview should be no more than five pages in length.

A complete statement will include:

- A summary of the primary identified needs of the district and its schools, using information from SED-led visits.
- Mission or guiding principles that are connected to the identified needs of the district and its schools.
- The strategy and overall timeline for accomplishing the mission/guiding principles. Anticipated barriers should be addressed.
- An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed.
- Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles.
- Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.

LEA Name _____

LEA BEDS Code _____

TENET I: DISTRICT LEADERSHIP AND CAPACITY

ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

LEA Name _____

LEA BEDS Code _____

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

LEA Name _____

LEA BEDS Code _____

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. Major Recommendation	B. Goal	C. Target	D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

LEA Name _____

LEA BEDS Code _____

TENET II: SCHOOL LEADERSHIP PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. -- F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT**ADD ROWS AS NEEDED**

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. Major Recommendation	B. Goal	C. Target	D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

LEA Name _____

LEA BEDS Code _____

TENET IV: TEACHER PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. -- F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

A. Major Recommendation	B. Goal	C. Target
D. Activity	E. Timeline	F. Key Personnel

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

A. -- F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

School Comprehensive Education Plan (SCEP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

For SY 2012-13 the SCEP must:

be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.

identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6**. The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.

explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.

be 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 SCEP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The School Comprehensive Education Plan Template follows on pages 26 - 43.

SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
- B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
- H. Indicate the total school costs associated with each activity. This amount includes the costs allocated to each school in the DCIP and shows the district support for each school.

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	The Leadership Academy for Young Men	CONTACT NAME	Wakili Moore
PHONE	324-7760 ext 3156	E-MAIL	Wakili.moore@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.

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			___/___/___

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

TENET I: DISTRICT LEADERSHIP AND CAPACITY
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	The district and school will continue its recruitment efforts of both staff and students that match the vision and mission of the Leadership Academy.		

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	The Principal will continue to inform Central Office personnel of the needs of the school, so that they can be met appropriately.		

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)		Title I /General A Funds	Summer Orientation/Open House \$985.00 Parent/Principal Coffee Hour = \$100.00
	We will continue our summer orientation for parents. Our Open House will continue. We also met with 85% of parents through meetings, letters, and robo calls. We will also encourage utilization of Parent Connect. I will also continue the Parent Principal Coffee Hour.		

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The Principal will work with the director of professional development to plan the PD schedule and topics that are pertinent to the success of the school. We have a specific PD Plan that focuses on the learning styles of young men.	N/A	N/A

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The staff will work with the ELA/Math coach to drive our instruction according to our data.		
	Also, the Data Team will work with our coach to analyze data of our students. Utilize state assessments to monitor student growth which drive instruction. Use data to give frequent assessments.	N/A	N/A

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The school will continue to work with the district to advertise and convey the mission and vision of the Leadership Academy to the community.	General A Funds	\$5000.00
	We will participate in the School Expo and our Recruitment Night. We will also continue to visit elementary schools in an effort to draw interest and convey our mission. Increase our community service efforts.	General A Funds	\$1500.00

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school community needs to share and promote a distinctive and	The school community will have a vision/mission for student achievement and	The mission and vision will be internalized at these events, which allows

<p>robust vision for student achievement and well-being and hold itself accountable for working as a community to realize this vision/mission as outlined in its CEP and other school improvement documents.</p>	<p>well-being and is in the process of developing shared ownership.</p>	<p>all stakeholders to be able to articulate it. There will also be more of a unified approach to school that is tied to the vision.</p>		
<p>D. Activity Parent Orientations/ Open House/ Town Meetings/Recruitment Nights/Parent-Principal Coffee Hours School visits and Morning community.</p>	<p>E. Timeline SY 2012-2013</p>	<p>F. Key Personnel Principal/Assistant Principal/Teachers/Parents</p>	<p>G. Fund Source(s) Title I/General A Funds</p>	<p>H. School Cost \$7585.00</p>
<p>2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.</p>				
<p>A. Major Recommendation and Report Citation</p>	<p>B. Goal</p>	<p>C. Targets</p>		

<p>The school leader needs to support practices in all areas that impact a school and student progress and achievement that are self-generative which include virtuous feedback loops and examples of best practices that lead to sustained high performance.</p>	<p>The school leader will expect staff to use best practices related to school and student progress and achievement.</p>	<p>A broader understanding of common core. Dissemination of data and how to use it. Students will be more aware of how they are progressing academically. Teachers will be aware of areas of improvement.</p>		
<p>D. Activity</p> <p>Department meetings/staff meetings and conferences with students and teachers. Informal walkthroughs with feedback.</p>	<p>E. Timeline</p> <p>SY 2012-2013</p>	<p>F. Key Personnel</p> <p>Principal/Teachers/Data Team</p>	<p>G. Fund Source(s)</p> <p>N/A</p>	<p>H. School Cost</p> <p>N/A</p>

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

<p>A. Major Recommendation and Report Citation</p>	<p>B. Goal</p>	<p>C. Targets</p>
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<p>The school leader needs to strategically recruit, hire (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), and sustains personnel and uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitable, and adequately meet the academic and social needs of all students.</p>	<p>The school leader will hire (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), recruits and sustains personnel that enable the school to meet the academic and social needs of the students and school.</p>	<p>The staff is hired in alignment with school's vision/mission through the interviewing process.</p>		
<p>D. Activity Interviewing Process: which includes screening candidates, interviewing and ranking.</p>	<p>E. Timeline Spring 2012-2013</p>	<p>F. Key Personnel Principal and Interview committee</p>	<p>G. Fund Source(s) N/A</p>	<p>H. School Cost N/A</p>

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

<p>A. Major Recommendation and Report Citation</p>	<p>B. Goal</p>	<p>C. Targets</p>
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<p>The school leader and other school administrators need to develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that resulting relevant feedback and individualized teacher improvement plans.</p>	<p>The school leader and other school administrators will develop and implement a system for frequently observing targeted teacher practices in relevant feedback and teacher improvement plans.</p>	<p>There will be minimal or no teachers on a teacher plans.</p>		
<p>D. Activity ~Walkthroughs/department meetings/informal meetings/informal one on one meetings. ~ Designing a plan with teachers for improvement.</p>	<p>E. Timeline SY 2012-2013</p>	<p>F. Key Personnel Principal/Assistant Principal/Data Team</p>	<p>G. Fund Source(s) N/A</p>	<p>H. School Cost N/A</p>

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	We will host several opportunities for the district network team to conduct in – services for our staff regarding common core	N/A	N/A

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader needs to foster a culture where teachers ensure that the implemented CCLS curricula is dynamic and addresses what students need to know in order for the school-wide goals to be achieved.	The school leader and teachers will work to ensure that the implemented curricula are aligned to the CCLS.	Student achievement will show dramatic growth. Teachers will be more knowledgeable in their discipline.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
In – services held by the network team. Walkthroughs by Admins. Informal meetings with teachers and ELA/Math coach.	SY 2012-2013	Principal/Network Team/Data Team/and the ELA/Math Coach	N/A	N/A

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to participate in grade level meetings, so that they can collaboratively create and examine coherent CCLS aligned curriculum unit plans across their grade/subject.	Teachers will participate in grade level meetings to discuss unit plans across their grade/subject areas	Cross-curricula instruction will now take placed in all classrooms. Through the use of planning instruction and assessments.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
In – services conducted by the network team. Common planning time discussions around student work and curriculum.	SY 2012-2013	Principal/Network Team/Teachers	N/A	N/A
One on one meetings with Coach aligning lesson plans with Common Core. Department meetings.				

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
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<p>The school leader and staff need to proactively create opportunities and a culture that encourages all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught, and why it is taught</p>	<p>The school leader and staff will create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.</p>	<p>Cross-curricula instruction will now take placed in all classrooms. Through the use of planning instruction and assessments</p>		
<p>D. Activity</p> <p>Continue to hold common planning time meetings to collaborate on curriculum. We will also implement vertical and horizontal planning.</p>	<p>E. Timeline</p> <p>SY 2012-2013</p>	<p>F. Key Personnel</p> <p>Principal and Teachers</p>	<p>G. Fund Source(s)</p> <p>N/A</p>	<p>H. School Cost</p> <p>N/A</p>

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
<p>The school leader needs to cultivate exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs and promote high levels of student learning and success.</p>	<p>The school leader will collect timely data (formative and summative assessments including screening, interim measures and progress monitoring) and share it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success.</p>	<p>Student growth will increase as evidenced with progress reports/assessments/report cards.</p>		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<p>Data Team and common planning time meetings. Also work with ELA/Math coach. Use student management folders to inform and keep them up to date on their academic standing</p>	<p>SY 2012-2013</p>	<p>Principal/Data Team/Teachers/ELA/Math coach</p>	<p>General A funds</p>	<p>\$550.00</p>

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Work with the Network Team on strategies to effectively plan and execute meaningful lessons.	N/A	N/A
	Also the teachers and the coach will work together as well.		

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to create short and long-term goals with learning trajectories for students based on identified needs.	Teachers will create long and short-term goals for students based on grade level benchmarks.	Student growth will increase as evidenced with progress reports/assessments/report cards.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers creating goals short and long term for students based on assessments being performed.	SY 2012-2013	Principal/Teachers	N/A	N/A

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4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to use data to provide students with a wide-variety of ways to engage in learning so that the students can achieve their targeted individual goals.	Teachers will provide students with a wide-variety of ways to engage in learning that enable students to achieve individual goals.	Student growth will increase as evidenced with progress reports/assessments/report cards.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Students will use their folders to create goals to improve student success.	SY 2012-2013	Principal/Data Team/Coach	N/A	N/A
Teachers will develop engaging lessons based on the data. Groupings will also be designed based on the data. RTI instruction will also be driven by the data. Communication with parents will happen from the data as well.				

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets

<p>Teachers and students need to create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others, and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught.</p>	<p>Teachers will create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.</p>	<p>An increase in students being focused and ready to engage in instruction. Numbers of students being recognized for appropriate behaviors will increase. Numbers of students being referred to the In – School Suspension room will decrease.</p>		
<p>D. Activity</p> <p>Teachers work with the students to create class behavior contracts. Teachers providing regular feedback to students. They will also post expectations in the classroom.</p>	<p>E. Timeline</p> <p>SY 2012-2013</p>	<p>F. Key Personnel</p> <p>Principal/Teachers</p>	<p>G. Fund Source(s)</p> <p>N/A</p>	<p>H. School Cost</p> <p>N/A</p>
<p>4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.</p>				
<p>A. Major Recommendation and Report Citation</p> <p>Teachers need to provide frequent and relevant feedback to students based on the analysis of timely data and students draw on the feedback so that they can reflect, adjust, and self-assess their own progress.</p>	<p>B. Goal</p> <p>Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>	<p>C. Targets</p> <p>Student growth will increase as evidenced with progress reports/assessments/report cards. Students will be able to advocate for themselves as well.</p>		

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teacher mini conferences with students Feedback sheets for students on tests/assessments. Use of student folders to create goals.	SY 2012-2013	Principal/Data Teams/Teachers	N/A	N/A

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students’ social and emotional developmental health.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Work with the district to secure staff to address social and emotional needs of our young men.	N/A	N/A

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
A deliberate system needs to be established where each teacher knows who the designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students.	A system will be established where each teacher knows who the designated adult who coordinates social and emotional developmental health needs.	Teachers will convey in writing , to the counselor, of students that are in need of services. The teachers will also document that they referred a student.
D. Activity	E. Timeline	F. Key Personnel
Staff members refer students to the counselor for potential support for social and emotional needs.	SY 2012-2013	Principal/counselor/Hillside worker/mentors
		G. Fund Source(s)
		N/A
		H. School Cost
		N/A

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

<p>A. Major Recommendation and Report Citation</p> <p>There needs to be deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students that results in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.</p>	<p>B. Goal</p> <p>There will be professional development in place that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.</p>	<p>C. Targets</p> <p>Knowledge of strategies to support students with social and emotional needs will increase. A document is generated by the teachers that assists in dealing with these issues.</p>		
<p>D. Activity</p> <p>PD on the support of social and emotional development</p>	<p>E. Timeline</p> <p>SY 2012-2013</p>	<p>F. Key Personnel</p> <p>Principal and Teaching and Learning Department</p>	<p>G. Fund Source(s)</p> <p>N/A</p>	<p>H. School Cost</p> <p>N/A</p>

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

<p>A. Major Recommendation and Report Citation</p>	<p>B. Goal</p>	<p>C. Targets</p>
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<p>Across the school community, teachers need to be able to articulate their investment in the school vision and how they have a voice in decisions that impact school environment and student learning.</p>	<p>Across the school community, teachers will be able to articulate the school vision and how they are connected to student social and emotional developmental health and the role they play.</p>	<p>The mission and vision will be internalized through the teachers. Students will be able to express their feelings and relate to the teachers better.</p>		
<p>D. Activity PD on Socratic Circles</p>	<p>E. Timeline SY 2012-2013</p>	<p>F. Key Personnel Principal and Teachers</p>	<p>G. Fund Source(s) N/A</p>	<p>H. School Cost N/A</p>

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school leader will provide time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.	Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Student growth will increase as evidenced with progress reports/assessments/report cards. Students will be able to advocate for themselves as well.
D. Activity	E. Timeline	F. Key Personnel
Teacher mini conferences with students Feedback sheets for students on tests/assessments. Use of student folders to create goals	SY 2012-2013	Principal/Counselor and teaching staff
G. Fund Source(s)	H. School Cost	
N/A	N/A	

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Open House/ Principal Coffee Hour/Leadership activities with partnerships. Newsletters/websites/robo calls and letters	Title I/General A Funds	\$1200.00

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets

<p>The school needs to be a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff.</p>	<p>The school will be a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff.</p>	<p>The number of parents attending these events will substantially increase.</p>		
<p>D. Activity</p> <p>Offer parents to come in and volunteer Conduct Open House/ Parent Teacher Conferences. Parent/Principal Coffee Hour Invitation to parents to spend the day with their son.</p>	<p>E. Timeline</p> <p>SY 2012-2013</p>	<p>F. Key Personnel</p> <p>Principal and Teachers</p>	<p>G. Fund Source(s)</p> <p>General A Funds</p>	<p>H. School Cost</p> <p>\$300.00</p>

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.

<p>A. Major Recommendation and Report Citation</p> <p>The school staff needs to regularly communicate and solicit family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.</p>	<p>B. Goal</p> <p>The school staff will regularly communicate with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.</p>	<p>C. Targets</p> <p>Parents will be more informed of their son’s progress academically and socially.</p>
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D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost	
Teacher phone calls Teacher letters Student of the month and week Mid Marking Progress reports	SY 2012-2013	Principal and staff	N/A	N/A	

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The school needs to build partnerships and create opportunities that link and engage all families with the community to support student learning and growth.	The school will make connections between families and the community to support student learning and growth.	Parent awareness of resources will increase.				
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost		

Teacher phone calls Teacher letters Student of the month and week Mid Marking Progress reports Parent Connect	SY 2012-2013	Principal staff	N/A	N/A

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The entire school community needs to share data in a way that families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.	The school community will share data in a way that families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.	Quarterly newsletter containing simplified data will increase parents knowledge of the progress the school is making.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Quarterly newsletter message regarding data	SY 2012-2013	Principal and staff	N/A	N/A
