LEA Name:	
LEA BEDS Code:	
School Name:	Riverside High School

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Dr. Don N. Solimene	Title	Principal
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Website for Published Plan			

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or			

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

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.

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

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)	Locations(s)	Meeting Date(s)	Location(s)
September 7, 2017	Riverside High School		
September 11, 2017			
September 12, 2017			

Name	Title / Organization		Signature
Don N. Solimene	Principal		
Preeti De	Assistant Principal		
Darryl Mack	Assistant Principal		
Pablo Sanz	Assistant Principal		
Sharon Sayegh	Assistant Principal		
Lucia Griffin- Nurriddin	Assistant Principal		
Kelly Jakab	Teacher		

School Information Sheet

School Information Sheet

Grade Configuration	9-12	Total Student Enrollment	953	% Title I Population	NA	% Attendance Rate	96.70%
% of Students Eligible for Free Lunch	NA	% of Students Eligible for Reduced-Price Lunch	NA	% of Limited English Proficient Students	NA	% of Students with Disabilities	12%

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	% Black or African American	% Hispanic or Latino	% Asian, Native Hawaiian / Other Pacific	% White	% Multi-Racial
9.91%	24%	66%	0.03%	0.06%	

School Personnel

Years Principal Assigned to School	4	# of Assistant Principals	5	# of Deans	0	# of Counselors / Social Workers	5
% of Teachers with NO Valid Teaching Certificate (Out of	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	12%	Average # of Teacher Absences	NA

Overall State Accountability Status

Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective

	Limited English Proficient

SCEP Plan Overview

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

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

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").
- ☐ Limited Degree (Fewer than 20% of goals were achieved.)
- ☐ Partial Degree (Fewer than 50% of goals were achieved.)
- ☐ Moderate Degree (At least 50% of goals were achieved.)
- ☐ Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").
- ☐ Limited Degree (Fewer than 20% of activities were carried out.)
- ☐ Partial Degree (Fewer than 50% of activities were carried out.)
- ☐ Moderate Degree (At least 50% of activities were carried out.)
- ☐ Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with
- ☐ Limited Degree (No identified subgroups improved achievement.)
- ☐ Partial Degree (Some of the identified subgroups improved achievement.)
- ☐ Moderate Degree (A majority of identified subgroups improved achievement.)
- ☐ Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").
- ☐ Limited Degree (There was no increase in the level of Parent Engagement.)
- ☐ Partial Degree (There was a minor increase in the level of Parent Engagement.)
- ☐ Moderate Degree (There was modest increase in the level of Parent Engagement.)
- ☐ Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with
- ☐ Limited Degree (Fewer than 20% of planned activities were funded.)
- ☐ Partial Degree (Fewer than 50% of planned activities were funded.)
- ☐ Moderate Degree (At least 50% of planned activities were funded.)
- ☐ Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").
- ☐ Tenet 1: District Leadership and Capacity
- ☐ Tenet 2: School Leader Practices and Decisions
- ☐ Tenet 3: Curriculum Development and Support
- ☐ Tenet 4: Teacher Practices and Decisions
- ☐ Tenet 5: Student Social and Emotional Developmental Health
- ☐ Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Implementation of PBIS and restorative practices through PD for all staff members led to a reduction in the suspension rate. SIOP training and ENL push-in model and coaching led to increased success on state assessments. Freshmen orientation and evening honor roll ceremonies have increased prental support.

• 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.

Data showed that holding credit recover for 3hrs per session resulted in low attendance. We made the decision to reduce the class time to 2hrs, but lengthen the duration of the program. This has resulted in increased student attendance and participation.

In developing the CURRENT YEAR'S plan:

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

Faculty and department meetings to share best practices.

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

Professional development for teacher to increase rigor, questioning techniques and critical thinking skills for student learning. Explicit instruction and SIOP practices must be implemented in all classrooms. Administration must follow through by seeking evidence of these practices in the classroom during their classroom observations.

• 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 Mission of Riverside High School is to empower students through core academics and career and technical education to inspire a lifetime of professional creativity that carries forward into any career path.

The Riverside High School community believes that our students will achieve their full potential when we:
Nurture the social and emotional well-being of all students
Encourage high expectations, mutual respect, individuality and diversity
Maintain challenging, diverse and relevant curriculum through the integration and optimization of technology
Strengthen extracurricular participation in academics, the arts, athletics, internships and mentoring opportunities
Engage the community in collaborative efforts to develop programs and experiences within and beyond the classroom
Acknowledge, praise and celebrate our achievements and accomplishments

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

Full implementation of PBIS for students and faculty to reflect a positive learning environment and reduce the need for suspensions. Restorative practices to increase cultural awareness among all stakeholders.

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

Administration will attend department common planning meetings, department meetings, etc to maintain constant communication with all faculty and staff. The weekly schedule is posted in the main office in addition to memos in teacher mailboxes. ConnectEds are sent out to all staff to inform them of upcoming events. ConnectEds, flyers, and website updates are utilized to communicate with both staff and members of the community.

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

The school principal will inform all administrators during weekly cabinet meetings. Assistant princials will in form all staff during faculty and department meetings. The princial will meet with the PTSA to make information available to families.

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

Re-Identified Focus Schools

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

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

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

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

Oct: Implementation of PTSA, development of a monthly meeting schedule and the implementation of a quarterly community newsletter
Quarterly: Student assessments for data collection and to drive instructional practices; SDM, PDC, PBIS, PTSA, etc. Committee meetings to develop, implement

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

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

Newly Identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students			Y	Y	Y
Student Average Daily Attendance	Y	Y	Y	Y	Y
Student Drop-Out Rate				Y	Y
Student Credit Accruals (HS Students)	Y			Y	Y
Student Completion of Advanced Coursework	Y		Y		Y
Student Suspension Rate (Short-Term / Long-Term)	Y			Y	Y
Student Discipline Referrals	Y			Y	Y
Student Truancy Rate					
Student Performance on January Regents Exams	Y	Y	Y		Y
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	Y	Y	Y		
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y	Y	Y
Parent Attendance at Workshops	Y			Y	Y
Parent Participation in District/School Surveys	Y			Y	Y

Tenet 2: School Leader Practices and Decisions

REVIEWER FEEDBACK

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:	1/10/17 & 1/11/17	
B2. DTSDE Review Type:	District-Led	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable	The primary needs to be addressed, in accordance with the DTSDE, are to establish clear, consistent and positive reinforcement strategies to improve student behavior, performance and achievement for all students.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The Shared Decision Making Committee (SDMC), Professional Development Committee (PDC), Positive Behavioral Intervention Strategies Committee (PBIS) and the Parent, Teacher, Student, Association (PTSA) will work collaboratively to develop a common set of expectations for the positive reinforcement and improvement of behavior, performance and achievement of all students as evidenced through the collection and analysis of relevant data and meeting agendas throughout the 2017-18 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Credit Accruals (HS Students), Student Completion of Advanced Coursework, Student Suspension Rate (Short-Term / Long-Term), Student Discipline Referrals, Student Performance on January Regents Exams, Teacher Average Daily Attendance Rate, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development, Parent Attendance at Workshops, Parent Participation in District/School Surveys	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	REVIEWER FEEDBACK ON ACTIVITIES
9/1/17	10/1/17	The principal will make a presentation to the staff of the new Mission and Belief statements which will result in a common understanding of expectations.	
9/1/17	6/25/18	Teachers will develop SMARTER goals aligned to the expectations and belief statements that will result in clearly delineated goals for each department and revisited mid-year. Additionally, agendas will be given for each common planning meeting.	
9/1/17	6/25/18	Administration will engage SDMC, PBIS, and PDC, PTSA to further communicate teacher expectations and belief statements resulting in collaboratively developed expections for all.	
9/1/17	6/25/18	Clear delineated expectations will be outlined for all observations and walkthroughs aligned with the Professional Text (ie: Explicit Instruction and Teach Like A Champion) to create a common focus for the administrative team.	
9/1/17	6/20/18	Administration and staff will participate in consultations with Ed Jarvius to develop Teacher Leaders in Restorative Practice. There will be a total of 5 meetings, for administrative norming of expectations and teacher development. Each month, the administrative team will be observing specific lesson strategies in the classroom. The focus for September walk-throughs will be: lesson objectives (II.4.a), questioning (III.2.b), and formative assessments (III.6.a)	
Beginning 11/15/17	Reviewed Monthly through 6/25/18	Administration will review progress and attainment along the continuum of meeting teacher & department SMARTER goals. Monthly revisions will be made when necessary.	

Tenet 3: Curriculum Development and Support

			REVIEWER FEEDBACK
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		1/10/17 & 1/11/17	
B2. DTSDE Review Type:		District-led	
			REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and		As evidenced through the DTSDE and student achievement data, the school will continue to make revisions to curricula and assessments so that they are rigorous, coherent and aligned to the Common Core Learning Standards (CCLS) for all students to maximize teacher instructional practices and student-learning outcomes.	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and		By September 30, 2017 using REL-NEL data protocol, teachers will analyze and disaggregate 2016-17 Regents data to inform instructional practices and curriculum alignment that will meet the needs of all students during the 2017-18 school year and the resulting impact will be measured through a 10% increase in Regents performance.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student Average Daily Attendance, Student Performance on January Regents Exams, Teacher Average Daily Attendance Rate, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is: who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	REVIEWER FEEDBACK ON ACTIVITIES
9/1/17	6/1/18	Teachers and Administration will attend weekly congruence and planning meetings within departments which will result in the review of common instructional practices and student data analyses. Teachers will complete weekly agendas to be collected by each administrator.	
9/1/17	10/1/17	The administration will present the yearlong calendar of common planning time and agenda reporting to staff resulting in consistent collaboration and communication among teacher, pupil support and administration.	
9/1/17	10/1/17	The administration and review of initial assessment data will result in data driven instruction.	
11/1/17	6/1/18	Teachers will develop uniform quarterly assessments aligned to the CCLS curriculum and standards. The uniform quarterly assessments will be administrered resulting in consistency, collaboration and communication among departments and vertical teams. Quarterly assessment dates: Nov. 2017, Jan. 2018, March/April 2018, June 2018.	
8/15/17	9/30/18	The administration will schedule Academic Intervention Services (AIS) for Special Education and English Language Learners and provide 'push-in' services across the core content areas as needed resulting in the implementation of common planning and collaboration among team teachers. The outcome is increased time for teachers to share best instructional practices based on quarterly student achievement data. The use of data to coordinate programs and services will ensure that students with special needs and the needs of ELLs are being met and expectations are the same for all students.	
9/1/17	6/25/18	Implement common objectives in all classrooms using Bloom's Taxonomy and Hess Depth of Knowledge matrix.	
9/1/17	6/25/18	Utilize common planning time to develop a set of set of higher order thinking questions to be used in all classrooms.	
9/1/17	6/25/18	Develop a template for data distribution so that all teachers can use it, all students can interpret it, and there is consistency in all classrooms with the data.	
9/1/17	6/25/18	Implement cross curricular units of study each marking period so that students can understand the relationships between all subject areas.	

Tenet 4: Teacher Practices and Decisions	REVIEWER FEEDBACK

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 high levels of engagement, thinking and achievement.	
B1. Most Recent DTSDE Review	1/10/17 & 1/11/17	
B2. DTSDE Review Type:	District-led Review	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and	Based on the DTSDE and student achievement data, teachers will engage in strategic practices and decision-making in order to increase rigor, higher order thinking and achievement in all classrooms and subject areas.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and	Initiating in September 2017, monthly staff meetings will transition into professional development sessions focusing on Archer's Explicit Instruction. All educators will utilize Common Core Learning Standards throughout their daily lessons and increase the use of informational text throughout all content areas. Achievement can be measured through regular formal and informal classroom observations, feedback to the teachers, and group discussion at the PLC sessions.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, Student Average Daily Attendance, Student Completion of Advanced Coursework, Student Performance on January Regents Exams, Teacher Average Daily Attendance Rate, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	REVIEWER FEEDBACK ON ACTIVITIES
9/1/17	10/1/17	Faculty meeting agendas for the school year will be communicated to staff resulting in the focus of the staff meeting transition into staff development opportunities (PLC) for the purpose of enhancing best practices; Explict Instruction (Archer) and Webb's Depth of Knowledge ; increased rigor; higher order thinking and questioning techniques; student engagement and behavioral expectations.	
9/1/17	10/1/17	Using Explicit Instruction as the structure, administration will provide focus for teacher observations and walkthroughs which results in a focus on common practices in all classroom settings.	
9/1/17	6/1/18	Continued CCLS alignment and rollout in mathematics and English with WCC faculty will result in curriculum alignment to bridge the gap between high school and college readiness.	
9/1/17	6/1/18	Ten identified teachers will turn-key and coach new staff members on SIOP practices during the SIOP year long professional development for all staff.	
9/1/17	6/16/18	Weekly congruence/planning meetings within departments will result in open lines of communication among all stakeholders and the sharing of best practices.	
9/1/17	6/25/18	Introduce curricular talking points that have real world relevance in order to increase student engagement in all classes.	
9/1/17	6/25/18	Establish professional learning communities (PLCs) to review data and develop strategies to be shared among all stakeholders.	