

2012-13

SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Clara Barton School #2	CONTACT NAME	James Palermo
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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	Bolgan Vargas		___/___/___
PRESIDENT, B.O.E.	Malik Evans		___/___/___

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)			
	1.1 School leaders will work collaboratively with School Chiefs and content area directors to ensure effective systems are in place at the school level to evaluate staff under the new APPR guidelines so that frequent, relevant feedback is being provided regularly. In addition, leadership will work with Carlos Leal to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice.	0	0

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)			
	1.2 School leaders will work with School Chiefs and designated central office staff to ensure that resources allocated truly support the unique programs and diverse student populations and subgroups identified in accountability designations to aide in school improvement efforts.	0	0

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)			
	1.3 School leaders will share newsletters/bulletin from directors and Office of Communications in order to share with their school community information/opportunities that will assist in the implementation of the Regents Reform Agenda.	0	0

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)			
	1.4 The school community will take advantage of Avatar offerings and PD being provided by the District around CCSS,DDI and APPR to enhance school performance.	0	0

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)			
	1.5 Principals and lead teachers/coaches will take advantage of trainings in Albany to learn how to create a data driven culture and how to effectively link the formative assessments found in the modules to instructional plans.		

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)	Principal will communicate with District Chiefs and Directors monthly, through phone calls, emails, and site visits to ensure School #2's academic program and social emotional programs continue to align with the District's Vision.	0	0

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 Vision needs to be known by staff, families and students across the community.	The School Vision is enthusiastically supported by staff, families and students; such that it is uniformly seen, heard, and known across the community.		School Leadership Teams will refer to the Vision at the onset of every PD, Assembly, and After School Event; and explain how that event connects to the overall vision.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
At the onset of every assembly, PD, and afterschool event, the presenter will refer to the vision and how it relates to the supported activity. Morning Announcements will include a statement of the School's Vision.	SY 2012-13	School Leadership Teams	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
School Leader needs to communicate the school goals to the school stakeholders.	School Leader will espouse and support practices in all areas that impact a school and student progress and achievement that are self-generative which include feedback loops and examples of best practices that lead to sustained high performance.		School Leader will hold a 3 day Staff retreat in August, introducing Best Practices in teaching related to the new Common core Standards. Then will encourage, support and promote the use of these practices throughout the year.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Hold a 3 day Staff Retreat in August focusing on best teaching practices related to the Common Core Standards. Introducing the use of Learning Targets, Math Fluency activities, and effective lesson planning.	August 20-22	Principal ELA/Math Coaches	0	0
On-going Professional Learning Communities will occur every Friday Morning from 8:00-9:00 throughout the school year, focusing on best practices related to the common core and the 6 shifts.	SY 2012-13	Principal ELA/Math Coaches	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
School Leader needs to connect the use of fiscal capital and school goals	The School Leader will analyze the fiscal capital available to the school community; making critical and strategic decisions to fund targeted efforts that are aligned to school-wide goals and considers the needs of students and staff members.		The leader will be able to itemize each item purchase with school funds and link them to a school goal.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Principal will link all spending to school goals for students and staff members	SY 2012-13	Principal	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
The School administrators need a formal plan for frequently observing teachers	School administrators will develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.		Administrators will develop, and consistently follow an observation calendar where each teacher will receive 3 formal observations a year and receive 2 to 3 informal walkthroughs daily.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
School Administrators will develop an observation calendar that will allow for 3 observations a week to be done by each administrator, allowing time for all evaluations to be completed by April	SY 2012-13	School Administrators	0	0
School Administrators will block out at least 90 minutes a day to go on informal walkthroughs to classes.	SY 2012-13	School Administrators	0	0

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)	The school will organize a professional development plan and school infrastructure that is aligned to the instructional needs and the implementation of CCLS curricula with the support of the Professional Development Department.	0	0

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 curricula used needs to be aligned with CCLS.	School Leadership will 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.		There will be a 3 day staff retreat, 8 professional development Wednesdays, and weekly Friday morning PLC's dedicated towards digging deep into the CCLS and using them to align our Curricula.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Three day Staff Retreat focused on the CCLS, and aligning our Curricula.	August 20-22	All Staff	0	0
Eight PD Wednesdays focusing on CCLS and Curricula Alignment/ Module Study	SY 2012-13	All Staff	0	0
Friday Morning PLC's focused on CCLS study and Best Practices in regards to the 6 shifts.	SY 2012-13	All Staff	0	0

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 consistently use lesson plans to instruct students	Teachers will use CCLS to align lesson plans that promote higher order thinking skills and develop analytical, evaluative, and reflective skills across content areas by providing extensions necessary for student achievement		Lesson plans will include Learning Targets, text dependent questions, along with procedure for the lesson and the lesson assessment.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Friday Morning PLC's will focus on CCLS and expectations to be included in lesson plans.	SY 2012-23	All Staff	0	0

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	
Teachers need to meet across grade levels and subject areas to plan and discuss strategies.	Teachers will have time to plan for "Coherence" between grade levels and subject areas.		Teachers will meet formally for 8 PD Wednesdays throughout the year for specific lesson planning between grade levels. The 7 th Grade Team will meet daily, as well as team teach ELA/Social Studies and Math/Science for the first year of the "Grow-Out." Success of this plan will be measured by increases in grade level Common Core Module Assessments.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Eight PD Wednesdays focusing on CCLS and Curricula Alignment/ Module Study	SY 2012-13	All Staff	0	0
7 th Grade Team Teaching initiative	SY 2012-13	7 th Grade Team	0	0

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	
The School Leader and teachers need to utilize assessment tools as a vehicle to identify patterns of student learning	School Leader and teachers will actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results that will lead to the adaptation of instruction that is empirically/evidence based.		Leadership Team, that will include 1 chairperson from each grade level, will analyze data and report back to grade level teams. The team will meet bi-weekly and analyze Aims Web and NWEA data. Minutes from each meeting will be taken to keep track of information, and success of these meetings will be measured on the increase of Local Assessment Data.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Leadership Team Meetings	SY 2012-13	Grade Level Chairs Administrative Team Coaches	0	0

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)	Teachers will attend professional development sessions offered by the district on how to use data from formative assessments to plan differentiated lessons.	0	0

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 use instructional practices and strategies that are aligned to a lesson plan and provide instructional interventions to students.	Teachers will use instructional practices that are aligned to lesson plans and include accommodations for students with disabilities and linguistic needs of students to provide timely and appropriate instructional interventions		Lessons will include adjustments for different learning styles. In addition, each class will provide a 30 minute intervention block that will provide targeted instruction to students using research based programs. Success of this activity will be measured using both AimsWeb Data as well as NWEA.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Lesson Plans and instruction to include modifications for different learning styles.	SY 2012-13	All Staff	0	0
A 30 minute daily intervention block that will address students specific learning needs.	SY 2012-13	All Staff	0	0

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 instruction needs to be purposeful and adaptive.	Teachers will use data to provide students with a wide variety of ways to engage learning so that students can achieve their targeted individualized goals.		Teachers will use both Aims Web Math and Reading to diagnose issues in the Core Subject Areas. In addition, each lesson will include a learning target that can be assessed at the end of the lesson. Success of this activity will be measured anecdotally, through administrative walkthroughs and every class posting learning targets; as well as increases in Aims Web Math and Reading Data.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Progress Monitoring using Aims Web Math and Reading	SY 2012-13	All Staff	0	0
Learning Targets identified and posted	SY 2012-13	All Staff	0	0

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	
Teachers need to ask higher order thinking questions that garner student engagement.	Teachers will stimulate deep levels of thinking and questioning through the use of instructional material that contains high levels of text and content complexity.		Teachers will increase both Text Complexity and Levels of questioning during guided reading to adjust to the shifts of the CCLS. Success of this activity will be based on increases in State Exam scores as well as CCLS Module assessments.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

Guided Reading Text Complexity, all students will use grade level text during guided reading however how much is read may vary based on the actual reading level of the student.	SY 2012-13	All Staff	0	0
Teachers use text dependent questions to stimulate higher order thinking.	SY 2012-13	All Staff	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
Teachers need to use assessments to inform instructional decisions.	Teachers will use both summative and formative assessments including screening, progress monitoring, interim measures, and outcome assessments to develop highly dynamic responsive plans, based on student's strengths and needs.		Teachers will meet with Grade Level Teams and RTI team to discuss student data. As well as progress monitor their students weekly. Success of these team meetings will be based on reducing the number of tier 2 and tier 3 students in both Math and ELA, based on Aims Web Data.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Grade Level Team Meetings	SY 2012-13	Grade Level Teams Administrative Team Coaches	0	0
Progress Monitor using Aims Web	SY 2012-13	All Staff	0	0

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)	Teachers will utilize district support in coaching and modeling of PATHS lessons as part of the District PATHS Pilot program. (Promoting Alternative Thinking Strategies)		

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	
The School needs to use data to identify areas of need connected to social and emotional developmental health.	The school will strategically use data to identify areas of need and leverage resources and partnerships that impact the social and emotional health of students.		School will partner with both Hillside and The Children's Institute to collect data using the T-CRS, and leverage community support to address the areas of need. Success of this target will be measured using the T-CRS Assessment Data as well as reducing the number of school wide referrals.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
T-CRS administration (PATHS Pilot Grant)	October and May	Classroom Teachers	0	0
Bi-weekly meetings with Hillside and Children's Institute to analyze data and programs within the school.	SY 2012-13	Mental Health Team	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school needs to provide professional development to faculty in supporting social and emotional development health of students.	There will be quarterly professional developments to staff that will build the capacity to facilitate learning experiences and to support social emotional developmental health for all students.		4 Professional Developments per year led by the Mental Health Team.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Quarterly professional developments on facilitating learning experiences through supporting emotional development.	SY 2012-13	Mental Health Team	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
Parents need to be able to express the school vision connected to social and emotional developmental health and express that they feel their child is supported.	Parents will be able to express how their children have demonstrated growth as a result of the school's Respect and Protect Program.		Parents will receive quarterly reports on their child's progress towards Respect and Protect Levels, which will identify strengths as well as areas in need of improvement.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Respect and Protect Team will Level students Quarterly and provide reports to be sent home based on report card effort grades.	SY 2012-13	Respect and Protect Team	0	0

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	
Principal needs to prioritize the need for systems that address how staff uses data to address students' social and emotional developmental health.	Principal and support staff will work collaboratively to develop a strategic plan that uses T-CRS data, along with Respect and Protect data to align emotional developmental health needs with academic and social success.		Principal will meet bi-weekly with the Mental Health Team to analyze data and discuss the emotional developmental health needs of students and how to support staff with addressing those needs. Success of these meetings will be measured on a reduction of students referred to CSE as well as a reduction in the referral/in-school suspension rates.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Bi-Weekly Mental Health Team Meetings	SY 2012-13	Mental Health	0	0

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)	School Staff will work with the Office of Parent engagement and recruit Fathers for the MAN initiative (Men of Action Network).	0	0

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	
The School needs to delegate the promotion of volunteer opportunities to the PTO.	The school will provide meaningful opportunities for volunteering.		PTO will develop a volunteer opportunity program that will offer diverse opportunities to parents.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PTO will develop a volunteer opportunity program.	SY 2012-13	PTO President Parent Liaison	0	0

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. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school does not consider translation when sending summative student information.	The School will communicate with parents in pertinent languages.		All major communications will be sent home in both English and Spanish.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

Translation of major communications	SY 2012-13	School Translator	0	0
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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	
The school needs to provide professional development to staff concerning developing partnerships with families and/or the community.	The school will provide 1 hour of professional development towards developing and sustaining healthy partnerships with families and communities.		The school will provide a 1 hour professional development on developing and sustaining partnerships with families and communities. Success of this target will be measured on an increase in parents visibility in classrooms based on volunteer sign-in data.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
1 Hour Professional Development	December	Administration/Office of Parent Engagement	0	0

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 school needs to provide learning opportunities for families to understand student data.	The school will provide a wide range of learning opportunities for families and community members to evaluate their understanding of students and school data.		The school will provide both a Town Hall meeting in October and a Curriculum Night in November with a focus on data.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Town Hall Meeting	October 15	SBPT	0	0
Curriculum Night	November	Curriculum Night Committee	0	0