LEA Name:	Rochester City School District
School Name:	SCHOOL 52-FRANK FOWLER DOW

Directions: If you need more than goal, copy the entire table under the relevant tenet.

School Comprehensive Education Plan 2015-2016

SCEP Overview

In this section, the School 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 Schools' capacity to effectively oversee and manage the improvement plan.

List the strengths of the previous year's plan:

Click here to enter text.

List the weaknesses of the previous year's plan:

Click here to enter text.

School Performance Goals - Annual:	
Attendance:	Decrease the number of chronic and severely chronic absent students from 64 to 32.
Behavior:	Create a monitoring system for student removal for discipline reasons and data will be reviewed quarterly.
Curriculum/Courses:	75% of students will meet or exceed their projected RIT growth on NWEA.

SIG/SIF/NCTL/Model School Goal(s):	
Example:	*Increase IB participation, improve progress monitoring ratings, meet community school benchmarks, etc.*
Goal 1:	
Goal 2:	

Key Approaches	
Approach 1:	**CCLS and Curriculum with Focus on Literacy (ELA) or Math**
Approach 2:	**Differentiation of Lessons, Intervention, and Acceleration**

Approach 3 (optional):	Choose an item.

Tenet 2: School Leadership 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.

<table>
<tr>
<td rowspan="5">TENET 2: Goal 1</td>
<td colspan="5">
Needs Statement:
Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

School 52 needs to establish instructional practices for grade level and school level teams to consistently to review common core learning standards and student data to increase student performance.
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SMART Goal(s):
Create a goal that directly addresses the Needs Statement. The Goal should be Specific, Measurable, Ambitious, Results-oriented, and Timely. It may include student results, but may also be aimed at adult behavior. If the goal could also be written under the activity, it's not a goal.

School leadership will provide support and structures to enable for 80% of grade and school level teams to meet consistently to collaborate and prioritize instructional practices.
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Leading Indicators:
Identify the specific indicators that will be used to monitor progress towards the goal. In other words, what will you assess, collect or inspect along the way?

Offer 20 PD hours to staff for grade level meetings that contains protocols for participation, minutes, and dialogue. Scheduled checks quarterly. Goals are derived from performance on NWEA 3x a year and agreed upon common formative assessments by grade levels.
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<td>1. Teams will choose protocols for participation from the Office of Professional Learning resources.</td>
<td>Grade level teachers and administration</td>
<td>Classroom teachers by</td>
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<td>Improved collaboration within grade levels to</td>
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		grade level and administration		increase student performance
2. Teams will set scheduled meeting times, either during common planning time or before or after school, for a minimum of 2 hours monthly.	Shared leadership Grade level teachers and administration	Classroom teachers by grade level and administration	10/1/15	Improved collaboration within grade levels to increase student performance
3.				

TENET 2: Goal 2	**Needs Statement:** *Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.* Click here to enter text.
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Tenet 3: 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.

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Needs Statement:
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Establish opportunity through 20 pd hours and/or grade level meeting times to bring staff together to collaborate around teaching practices.
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80% of grade level and school level teams will meet for a minimum of 2 hours monthly, to collaborate, develop and implement plans using CCLS and curriculum materials that improve teaching practices that utilize differentiation, intervention, and acceleration.
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Administration will review monthly minutes and provide feedback to teams , noting evidence of common curriculum/instruction in plan books and as observed during walk throughs.
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Activity	Responsibility	Participants	Timeline	Intended Impact
1. School leadership will review team minutes	Administration	Principal and AP	monthly	More differentiation, better instruction
2. SBPT will develop a form for the agenda and the minutes	SBPT	SBPT	10/1/15	Increase consistencey and

					collaboration within grade levels.
	3. Walk through using Danielson Rubric	Administration	Administration	Quarterly	Provide feedback to teachers on instruction and student engagement

TENET 3: Goal 2	**Needs Statement:** *Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.* Click here to enter text.
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Tenet 4: 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.

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<td rowspan="5">TENET 4: Goal 1</td>
<td colspan="5">Needs Statement:
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A method of adapting lessons to meet student needs based on data</td>
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Vertical teams will meet 2 hours each quarter to address a common learning standard across vertical grade levels and how the curriculum and learning standards are applied.</td>
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Teachers will bring work samples that address the learning standard being reviewed</td>
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<td>1. Each classroom teacher will turn in student work samples and lesson plans that address learning standards</td>
<td>Rotating leaders within grade levels</td>
<td>Grade level teams</td>
<td>quarterly</td>
<td>Improved implementation common core learning standards</td>
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<td>2. Establish schedule for interdisciplinary vertical team meetings and rotating leadership and what standards will be addressed</td>
<td>Administration and SBPT</td>
<td>Building</td>
<td>9/1/15</td>
<td>Improved implementation</td>
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</table>

					and differentiation of common core learning standards.
	3. Teams will choose protocols for participation from the Office of Professional Learning resources	Grade level teachers and administration	Grade level teachers and administration	10/1/15	Improved collaboration within grade levels to increase student performance

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Tenet 5: Student Social and Emotional Developmental Health

The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

TENET 5: Goal 1	**Needs Statement:** *Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.* Currently there is not a process for documenting and monitoring student classroom removal due to behavorial issues.
	SMART Goal(s): *Create a goal that directly addresses the Needs Statement. The Goal should be Specific, Measurable, Ambitious, Results-oriented, and Timely. It may include student results, but may also be aimed at adult behavior. If the goal could also be written under the activity, it's not a goal.* To develop a process for documenting and monitoring student classroom removal due to behavorial issues.
	Leading Indicators: *Identify the specific indicators that will be used to monitor progress towards the goal. In other words, what will you assess, collect or inspect along the way?* **Quarterly review of data from the new monitoring process.**

Action Plan:

Activity: *Be specific, and include each action step separately.*	Responsibility: *Who will lead or do each activity?*	Participants: *Who will participate in the activity?*	Timeline: *When will this work get done? How often will each activity take place?*	Intended Impact of the Activity: *What do expect to see/change/occur because of this?*
1. Develop a recording sheet/form to record data	SBPT and Admin	Classroom and special area teachers	9/1/15	Find trends in behavorial disruptions and formulate plans to address and improve issues.
2.				
3.				

TENET 5: Goal 2	**Needs Statement:** *Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.* Click here to enter text.
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Tenet 6: Family and Community Engagement

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

TENET 6: Goal 1	**Needs Statement:** *Clear and concise statement that address the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.* Accurately record parent involvement in extracurricular activities

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Increase parent participation to an average of 30% for school functions.

Leading Indicators:
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Results from tracking form, assign grade level specific functions throughout the year.

Action Plan:				
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1. Use ROBO call and parent flyers	Administration and staff	Staff	Troughout the year	Educate parents and increase parent involvement
2. Develop a tracking system for parent involvement	Technology Team	Technology Team	9/1/15	Data accuracy for parent involvement
3. Grade level function assignments	Pre-assigned by SBPT	Teachers and staff	4 through out the year	Involve parents in the school community and their child's education.

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