

LEA Name:	Rochester City School District
School Name:	SCHOOL 35-PINNACLE

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

## School Comprehensive Education Plan 2016-2017

### 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:**

*The 2015-2016 SCEP was student centered, taking all student population into account. The plan was written in a detailed manner that helped our SBPT stay focused with clear goals throughout the year. Consistent monitoring of SCEP activities through the SBPT bi-weekly meetings helped hold ourselves accountable to implement the planned action items. Teachers began differentiation of the ELA and Math modules based on students’ academic and linguistic needs. Staff attended a 20 hour series Professional Development focusing on Differentiation. Full implementation of the SWPBS program to create a positive learning environment for students, families, community members and staff.*

*Other strengths of this year’s plan included implementing the school vision by consistently carrying out activities outlined in the SCEP as they relate to the school vision. Also, grade-level teams met on a weekly basis and the Parent Engagement evening events were well attended as a result of collaborative planning by the PTO. Furthermore, the 2015-2016 year has shown an increase in community partners which share a common vision that supports our students.*

**List the weaknesses of the previous year’s plan:**

*The 2015-2016 Plan had clear goals, however we lacked in providing the evidence to support those goals. We continue to seek ways to improve evidence of planning that includes differentiation and the use of higher level questioning. Although we have made gains in the area of data collection, next steps need to focus on analyzing data and planning for individualized instruction.*

<b>School Performance Goals - Annual:</b>	
Attendance:	Based on your data, choose a target increase in ADA for the year OR a percentage reduction in chronic absence.

Choose an item. ENTER BEDS CODE HERE 2016-2017

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Behavior:	Based on your data, choose appropriate goal and measure.
Curriculum/Courses:	Should include proficiency in NYS exams or graduation.

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

<b>Key Approaches</b>	
Approach 1:	Choose an item.
Approach 2:	Choose an item.
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.*

<b>T E N E T 2: G o a l 1</b>	<b>Needs Statement:</b>				
	The DTSDE RCSD District-Led Review 2014-2015 Preliminary School Recommendations indicates that there is a need to utilize grade level planning time and other available time to allow teachers to plan together using student data. It was recommended that the leadership team find additional time to support this need.				
	<b>SMART Goal(s):</b>				
	School leaders will provide release time to enable 100% of teachers to analyze student data and plan for individualized instruction by October 2016, January 2017 and March 2017.				
	<b>Leading Indicators:</b>				
<ul style="list-style-type: none"> <li>● Student data and work</li> <li>● Grade Level Team participation, minutes and dialogue</li> <li>● Protocol to support the analysis and link to planning (RTI binder, lessons plans, ideas for re-teaching, extension, modification/adaptation for ELLs and evidence of teaching for biliteracy for ELLs enrolled in the Bilingual Program)</li> <li>● Common assessments to each Grade Level</li> <li>● Vertical Team Meetings</li> </ul>					
<b>Action Plan:</b>					
<b>Activity:</b> <i>Be specific, and include each action step separately.</i>		<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do you expect to see/change/occur because of this?</i>
1. Master Schedule to provide common planning time		School Principal and Central Office Registrar	School Principal and Central Office Registrar	May 2016	Teachers will meet weekly with their grade level team.

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	2. SBPT will determine three extended grade level meetings for teachers to review and analyze data as well as plan for individualized instruction.	SBPT	Classroom, ESOL and Special Education teachers	October 2016 January 2017 March 2017	Teachers will have more time to plan for individualized instruction using available data.
	3. Leadership will work with school secretary to secure substitutes to release teachers for extended grade level/ Vertical Team meetings (communicate to school chief that coverage will be needed)	Leadership	Leadership and School Secretary	October 2016 January 2017 March 2017	Facilitate extended planning time for teachers.

**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.

<b>TE NE T 3: Go al 1</b>	<b>Needs Statement:</b>				
	The DTSDE RCSD District-Led Review recommended the use of a planning template with specific components that include emphasizing differentiation in the classroom. The DTSDE Self-Assessment also indicates a need to support teacher reflective practices to continue professional growth.				
	<b>SMART Goal(s):</b>				
	100% of teaching staff will fully implement the CCSS through the use of NYS Curricula in ELA, NLA and Math at all grade levels. Staff responsible for the instruction of ELLs and SWD will adapt/modify lessons to meet students' individual strengths and needs according to academic and language proficiencies. This will be measured by teacher lesson plans, administrative walkthroughs, formal and informal observations throughout the school year.				
	<b>Leading Indicators:</b>				
<ul style="list-style-type: none"> <li>● Lesson plans available for review upon request</li> <li>● Walkthrough Feedback (Administrative Template) – within 48 hours</li> <li>● Teacher self-reflection written response (minimum reflection after informal and formal observation)</li> <li>● Grade-level minutes</li> </ul>					
<b>Action Plan:</b>					
<b>Activity:</b> <i>Be specific, and include each action step separately.</i>		<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do expect to see/change/occur because of this?</i>
1. Assign specific grade-level times to plan		Leadership and Registrar	Teaching staff, administrative team	May 2016	Common planning time

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	2. Teachers will use peer examples for observing best practices, differentiation, and quality questioning in efforts to improve planning and instruction.	Administrative Team, Instructional Coach and the OPL	School 35 Staff	Ongoing	Consistency across grade levels on differentiation
	3. SBPT to provide lesson plan components to staff to ensure quality and consistent instructional planning.	SBPT Team	School 35 Teaching Staff	September 2016	Consistency across grade level on planning for individualized instruction.
	4. Staff will utilize the Instructional Coach to guide next steps for planning for differentiation.	Administrative Team Instructional Coach	Administrative Team, Instructional Coach and Teachers	Ongoing	Data collection of walkthrough findings.

<b>TE NE T 3: Go al 2</b>	<b>Needs Statement:</b> <i>The DTSDE RCSD District-led Review recommended the use of a planning template with specific components that include emphasizing differentiation in the classroom. The DTSDE Self-Assessment also indicates a need to support teacher reflective practices to continue professional growth.</i>					
	<b>SMART Goal(s):</b> 100% of grade level teams administer and analyze unit assessments in ELA, NLA and Math by the end of each marking period, and record grade level observations about what curricular/planning changes the results suggest.					
	<b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>● <i>Grade level agendas</i></li> <li>● <i>Grade level minutes</i></li> <li>● <i>Student grouping changes</i></li> <li>● <i>Lesson plan adjustments</i></li> <li>● <i>Data Notebook/Binder</i></li> </ul>					
	<b>Action Plan:</b>					
	<b>Activity:</b> <i>Be specific, and include each action step separately.</i>		<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do expect to see/change/occur because of this?</i>
	1. Using quantitative and qualitative data, students will participate in a Walk to Intervention strategy.		SBPT; Classroom Teachers	Classroom Teachers	November 2016 March 2017	Improved student outcomes
2. Staff will participate in grade level meetings focusing on student data.		Instructional Coach Administration SBPT	Staff	Twice weekly	Improved student outcomes	
3. Grade level teams will coordinate student groupings		Grade Level Teams	Classroom Teachers Instructional Coach	Quarterly	Improved student outcomes	
5. Staff will maintain a data notebook/binder that reflects student progress.		Classroom Teachers	Classroom Teachers	Ongoing	Teachers will be more informed	

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					about their students' ability.
	6. Grades 3-6 students will maintain a data notebook/binder.	Classroom Teachers Students	Classroom Teachers Students	Ongoing	Students will be more informed of their own progress.



**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.*

<b>TE NE T 4: Go al 1</b>	<b>Needs Statement:</b> The DTSDE RCSD District-Led Review recommended the use of a planning template with specific components that include emphasizing differentiation in the classroom. The DTSDE Self-Assessment also indicates a need to support teacher reflective practices to continue professional growth.				
	<b>SMART Goal(s):</b> Leaders' observations of teachers will show a 50% increase in implementation of instructional strategies, from quarter to quarter, through the use of data derived from walk-throughs and peer observations, based on the Danielson rubric.				
	<b>Leading Indicators:</b>				
	<ul style="list-style-type: none"> <li>● Walkthrough data</li> <li>● Lesson Plans</li> <li>● Classroom Artifacts</li> <li>● Displays</li> </ul>				
	<b>Action Plan:</b>				
	<b>Activity:</b> <i>Be specific, and include each action step separately.</i>	<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do expect to see/change/occur because of this?</i>
	1. Administrative Team to present grade-level teams with walkthrough data.	Administration Coaches	Classroom Teachers	Quarterly	Consistent implementation of best practices.
	2. Administrative Team to present school-level with walkthrough data.	Administration Coaches	School Staff	Quarterly	Building wide implementation of best practices.

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	3. Administrative Team to present individual teacher walkthrough data through feedback form and/or conference.	Administration	School Staff	Within 48 hrs.	Building wide implementation of best practices.
	4. SBPT to identify a process for peer observations.	SBPT	School Staff	September 2016	Organized process of implementation.
	5. Administrative Team to provide coverage for teachers who will participate in observation of peers.	Administration	School Staff	September 2016 - June 2017	Building wide implementation of best practices.
	6. SBPT will use walkthrough data to identify potential PD topics.	SBPT	School Staff	September 2016 - June 2017	Building wide implementation of best practices.

**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.*

<b>TE NE T 5: Go al 1</b>	<b>Needs Statement:</b> Although we had a great start implementing the SWPBS in the beginning of the school year, the momentum needs to continue throughout the entire school year.				
	<b>SMART Goal(s):</b> 95 percent of school staff will acknowledge student behavior that is respectful, responsible and safe on a daily basis.				
	<b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>● Buzz bucks spent in the BUZZ store will be tracked by class on a monthly basis</li> <li>● Decrease in office referrals – tracked monthly</li> <li>● Increase in staff recognition of individual classes as evidenced by classroom compliment cards</li> </ul>				
	<b>Action Plan:</b>				
	<b>Activity:</b> <i>Be specific, and include each action step separately.</i>	<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do expect to see/change/occur because of this?</i>
1. All school based committees will present goals, activities and outcomes to the SBPT quarterly to ensure that their work is supporting the overall social emotional development of students.	SBPT School Committees	SBPT School Committees	Quarterly	Aligned efforts between committees and school.	
2. SWPBS Team to revisit booster activities for staff and students, carefully reflecting on specific age levels. For example: Kindergarten vs. 6 <sup>th</sup> grade.	SWPBS Team Administration	School Staff Students	September 2016 January 2017 May 2017	Students engage in respectful, responsible and safe behavior.	
3. Staff will acknowledge students' positive behaviors by giving BUZZ bucks daily and classroom compliment cards weekly.	School Staff	School Staff Students	Ongoing	Students will be acknowledged for	

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					their positive behavior.
	4. Staff to input parent communications onto PowerSchool to provide access to staff regarding outreach to families. For example: attendance, behavior, home visits, conference requests, etc.	School Staff	School Staff	Ongoing	Staff is informed of communication with families.



**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.*

<b>TE NE T 6: Go al 1</b>	<b>Needs Statement:</b> <i>Students need to take part in collecting and communicating their own progress.</i>				
	<b>SMART Goal(s):</b> <i>100% of K-6 students will have a tracking form to communicate individual academic progress and include them in at least one parent-teacher conference by the end of the 2<sup>nd</sup> marking period.</i>				
	<b>Leading Indicators:</b> <ul style="list-style-type: none"> <li>● Grade-levels present proposed tracking form to SBPT</li> <li>● Tracking form for all grade levels</li> <li>● Add parent and student signature to the tracking form as well as comment component</li> </ul>				
	<b>Action Plan:</b>				
	<b>Activity:</b> <i>Be specific, and include each action step separately.</i>	<b>Responsibility:</b> <i>Who will lead or do each activity?</i>	<b>Participants:</b> <i>Who will participate in the activity?</i>	<b>Timeline:</b> <i>When will this work get done? How often will each activity take place?</i>	<b>Intended Impact of the Activity:</b> <i>What do expect to see/change/occur because of this?</i>
1. Grade-level teams to develop and submit individual student tracking forms to SBPT.	Each grade level SBPT	Teachers Students Parents	September 2016	Student participation in monitoring of their own progress.	
2. PTO to collaborate with SBPT to plan Evening Presentation on student progress. Students to take active role in presentation.	PTO SBPT Students	PTO SBPT Students Parents/Guardians Teachers	November, 2016	Enhancing communication regarding student progress and student ownership	

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					in academic progress.
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Choose an item. ENTER BEDS CODE HERE 2016-2017