

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010023
School Name:	Francis Parker - 23

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	John Gonzalez	Title	Principal
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Website for Published Plan	www.rcsdk12.org/23		

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 Chancellor's Designee			

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 and comment on the plans before they are approved. Note: For schools identified as Pers

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.

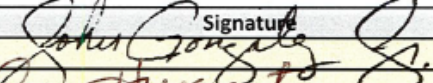
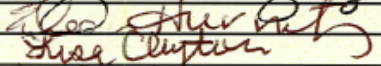
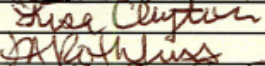
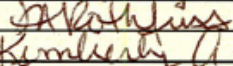
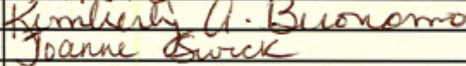
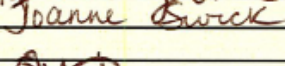

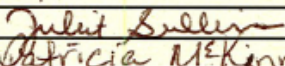
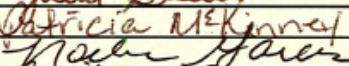
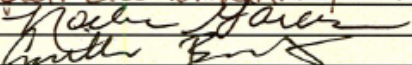
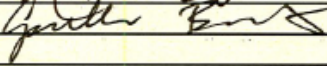
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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 actively participated in the development and revision of the SCEP.

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)
August 14, 2018	School 23		

Name	Title / Organization	Signature
John Gonzalez	Principal/ASAR	
Eileen Hurwitz	Assistant Principal/ASAR	
Lisa Clayton	Teacher/RTA	
Jen Rothfuss	Teacher/RTA	
Kim Buonomo	Teacher/RTA	
Joanne Swick	Teacher/RTA	
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Laquanda Fields	Parent	
Molly Gildea	Parent	
Juliet Sullivan	Parent	
Patricia McKinney	Parent Liaison/RAP	
Noelia Garcia	BENTE	
Aprille Burton	Teacher / RTA	

School Information Sheet

School Information Sheet

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

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

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.)

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.)

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.)

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.)

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.)

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).

Increased alignment of resources to support Tenet 3; this tenet aligned with our instructional priorities and support teachers change in practice in supporting ELA instruction.

- 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.

SBPT examined the goal set for Tenet 2, it was determined that this tenet was redundant and not appropriately aligned to the Tenet description.

In developing the CURRENT YEAR'S plan:

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

Introduction of a Character Education program. Increased function of the Shared Governance teams. Greater accountability and consistency with lesson planning.

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

increase in differentiated instruction as evidenced in lesson planning. Proactive approach to providing social emotional supports.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the Academic Priority: All Francis Parker School students will show measurable growth in their ability to identify and report the most important details from the text. Teachers will implement strategies for identifying details and summarizing in writing and during comprehension conversations. Success will be measured by student's performance on NWEA (MAP) and Fountas & Pinnell Benchmark assessments. Social-Emotional Priority: The Francis Parker community will understand and practice the skills for learning empathy for others, emotion management, and problems solving skills in order to have both social and academic success within school and beyond.

- List the student academic achievement targets for the identified subgroups in the current plan.

Reduction in office disciplinary referrals: All students by a total of 8% by the end of June 2017.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

The school will enhance the function of the shared governance structure; therefore, increasing the likelihood that the students will be exposed to differentiated instruction. A consistent expectation will transcend throughout the instructional community.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Funding to support teacher training for implementation of Second Step. Time to support teacher training of second step.

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

July 27 & 28 Implementation training of Second Step. Summer series focused on UBD and best practices. Embedded coaching supporting differentiated instruction.

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

Despite the reduction in time for collective capacity building, school leadership would like to maintain a consistent time for staff to participate in professional learning. Leadership has increased the opportunities for families to engage in school events as well as the PTA meeting by establishing events off campus. A zip code analysis was held in order to identify families.

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

The plan will be published in our school website. The plan will be available in the Main Office. The tenet goals will be posted in the school main hallway. The plan will be shared at a PTA meeting.

- 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.

Planned joint collaboration of PreK teachers and Kindergarten teachers. Vertical analysis of PreK universal curriculum and CCLS module instruction. Visits of PreK students to Kindergarten classrooms.

Tenet 2: School Leader Practices and Decisions

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:	11/17/2015
B2. DTSDE Review Type:	District Lead

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 data.	
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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.	Implement the existing structure that clearly outlines Powerful Learning opportunities for all Francis Parker students. This structure will be based upon the anchors of excellence; Rigorous Academics, Social Excellence, Engaging Learning, and Authentic Relationships. 100% of Francis Parker teaching staff will use classroom management engagement strategies on a daily basis. The increase in use of engagement strategies will produce better connected students and an increase in students academic growth.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly perception surveys, NWEA benchmark data, Zearn Assessment Data, F&P Assessment Data.

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.
Jul-18	Jun-19	Design and implement professional development opportunities based on using engagement strategies in the classroom.
1-Sep	Jun-19	Make the work of student engagement a priority of every Shared Governance Teams as demonstrated in their work.
Sep-18	Jun-19	Student engagement discussions are priorities at Academic Meetings during data discussions.
Sep-18	Jun-19	Student behavioral data is discussed as a school community and intentionally connected to classroom engagement.

Tenet 3: Curriculum Development and Support

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 Date:	11/17/2015	
B2. DTSDE Review Type:	District Lead	
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 data.	The school has a need to enhance daily lessons to be more culturally responsive and reflective of our students populations. Teachers and staff will place a high emphasis on developing lesson plans that include information to be delivered to students about Pan-African, African American, and Latino history.	
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.	100% of teachers will include accurate information about Pan-African, African American, and Latino history into their PBL unit plans, with this information being delivered to students as part of their lessons.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	2). Written lesson plans which demonstrate the content of the following areas, Pan-African, African-American, and Latino history.	
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.
Sep-18	Jun-19	Consistent and on-going professional development will be provided for teachers and staff to better understand Pan-African, African American and Latino history.
Sep-18	Oct-18	All teaching staff will have a completed 3 long-range plans for integrated/Project-Based Learning instruction by the end of October 2018. This will include specials teachers who will demonstrate through their long-range plans their intentional connections to grade level outcomes.
1-Sep	Jun-19	School leadership will progress monitor the implementation of lesson planning by requesting sample lesson plans from teaching staff.
Sep-18	Jun-19	Teaching staff will facilitate students showcasing the products of the Project Based Learning in culminating events twice a school year.

Tenet 4: Teacher Practices and Decisions

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
B1. Most Recent DTSDE Review Date:	11/17/2015
B2. DTSDE Review Type:	District Lead

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 data.	The school teaching staff are working to implement consistent high quality powerful learning experiences in all content areas to every student with a focus on cultural relevance, students engagement, and rigors activites. Teachers will use the Rigor and Relevance Framework when creating daily activites as well as for assessing the students products (output). Teachers will work to engage students with exciting learning xperiences which require lessons to be hghly motivating and connected to the students.
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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.	On a daily basis, 100% of Francis Parker teaching staff will implement Total Participation techniques and Classroom Magic Strategies in order to excite their students for learning. At least twice weekly, teachers will self-reflect on the student tasks and place these tasks on the Rigor and Relevnce Quadrant Framework in order to determine the level of Rigor and Relevance they are requiring of their students.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1). Lesson Plans 2). Academic Meeting Report Out 3). Professional Feedback
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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.
Sep-18	Ongoing	Francis Parker instructional leadership will provide all teaching staff with professional learning to support understanding of rigor and relevance and engagement strategies.
Sep-18	Ongoing	Francis Parker teaching staff will engage in learning walks that focus on the following elements: Rigor, Relevance, and Student Engagement
Sep-18	Ongoing	Francis Parker leadership will engage in frequent informal and formal walkthroughs that focus on Rigor, Relevance, and Student Engagement. These walkthroughs will result in immediate, specific, and actionable feedback to the teaching staff.
Sep-18	Ongoing	Francis Parker teaching staff will engage in discussions refelctive of their teaching and lesson planning to support greater amounts of Rigor, Relevance, and Student Engaement. These discussions will result in specific and actionable action plans.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	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.
B1. Most Recent DTSDE Review Date:	11/17/2015
B2. DTSDE Review Type:	District Lead

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 data.	In the past the the school has implemented the Second Step Curriculum and used Restorative Practices. Currently the work being done in the school to support Social-Emotional behaviors are not meeting the needs of all students.
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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 school staff will work to create greater alignment with Social-Emotional Supports by continuing to implement Second Step while beginning a more robust implementation of Zones of Regulation. Alignment between Pedegogy, Curriculum and Relationships while using the ideas behind Restorative Practices, Second Step, and the Zones of Regualtion will result in a much more responsive classroom environment and school. 100% of the school staff will use Second Step and Zones language while utilizing Restorative Practices like curriculum circle, peace circle, restorative chats, classroom conferences, problem solving circle, healing circle, visual cues.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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. Student Discipline Referrals, Suspension Data

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.
Sep-18	Jun-19	Francis Parker Staff will consistently use the language of The Essential 23.
Spetmeber 2018	Jun-19	All Francis Parker staff will model the use of The Essential 23 and hold students accountable to the following of these rules.
Spetmeber 2018	Jun-19	Francis Parker Staff will use restorative practices on a daily basis
Spetmeber 2018	1-Jun	Teaching staff will learn about and understand the Zones of Regualtion
Spetmeber 2018	Jun-19	Teaching Staff will implement the Second Step Curriculum.

Tenet 6: Family and Community Engagement

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.
B1. Most Recent DTSDE Review Date:	11/17/2015
B2. DTSDE Review Type:	District Lead

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 data.	Francis Parker School 23 staff identifies a need to increase our cultural connections to the school community and create opportunities to be more responsive and involved in the culture of others. Creating authentic relationships that are based on all staff being increasingly culturally responsive is a priority at Francis Parker.
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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.	In order to increase parent and student engagement during the school day and at school-wide events, school staff will focus their learning around African American, Pan African, and Latino history. In an effort to build more authentic relationships, 100% of staff will engage in culturally responsive professional learning throughout the school year. The school staff will work to explicitly increase parental engagement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Parent sign-in sheets. 2) Calendar of school events. 3) Teachers will log contact with parents. 4) Professional Development Sign-in

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.
Sep-18	Jun-19	School staff will engage in professional learning focused on culturally responsive pedagogy and race.
Sep-18	Jun-19	School staff will discuss student outcomes in relation to culturally responsive practices.
Sep-18	Jun-19	The Parent Liaison will focus on reaching out to families of color in order to better foster relationships.
1-Sep	1-Jun	Teachers will maintain accurate parent communication logs.
Sep-18	Jun-19	Teachers will work to decrease the percentage of behavioral referrals of students of color at their grade level.