

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010053
School Name:	School 53- Montessori Academy

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Kimberly Harris-Pappin	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 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.

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) and §3012(d) .

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)
July 24, 2018	Montessori Academy- Room 212		

Name	Title / Organization	Signature
Kimberly Harris-Pappin	Principal	<i>Kimberly Harris-Pappin</i>
Timothy Graziano	Assistant Principal	<i>Timothy Graziano</i>
Kristy Bianchi	Primary Teacher	<i>Kristy Bianchi</i>
Salvador Cruz	Physical Education Teacher	<i>Salvador Cruz</i>
Kyla Harris	ESOL Teacher	<i>Kyla Harris</i>
Maria Marsala	Lower Elementary Teacher	<i>Maria Marsala</i>
Akilah Moore	Para-Professional	<i>Akilah Moore</i>
Holly Place	Speech Teacher	<i>Holly Place</i>
Toshia Mitchell	Parent	<i>Toshia Mitchell</i>
Walida Monroe-Sims	Parent	<i>Walida Monroe-Sims</i>

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:	February 6-8, 2018
B2. DTSDE Review Type:	District Led

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.	School leaders will establish and adhere to a walk through schedule with a monthly focus.
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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.	100% of the instructional staff will be given walkthrough feedback monthly.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	walkthrough schedule, walkthrough feedback data with follow up discussions walkthrough form.
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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.
8/1/2018		Walkthrough schedule developed with focus topics
Sep-18	Jun-19	Walkthroughs with feedback

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:	February 6-8, 2018
B2. DTSDE Review Type:	District Led

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 leadership team will develop a committee to examine the Montessori curriculum for the purpose of aligning the assessments to a curriculum with the Common Core Learning Standards to inform professional learning priorities.
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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 leadership team will engage 100% of the instructional staff in professional develop to assist with instructional planning and delivering an aligned curriculum
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Montessori/CC aligned curriculum, professional development plan, Montessori Summer Learning Institute, lesson plans.
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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.
7/24/18, 8/21/18		Montessori Summer Learning Institute
Sep-18	Jun-19	Grade level meeting discussion topics
11/29/2018	2/1/2018	Lesson plan review

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:	February 6-8, 2018
B2. DTSDE Review Type:	District Led

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.	Teachers will analyze Montessori/Common Core formative/informative assessments to plan for daily instruction.
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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.	100% of the teaching staff will develop/utilize assessment data to develop instructional groupings and individual needs
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plans, exit tickets, grade/vertical team meetings

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.
9/4/2018		Staff professional develop training on assessments
10/16/2018		Grade level team meeting – teacher will share assessments reflecting instructional groupings
11/20/2018		Selected lesson plan collected and reviewed by leadership team

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:	February 6-8, 2018
B2. DTSDE Review Type:	District Led

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.	Child Study Team and school leaders will devise a tracking system for students who are referred to the team for social and/or academic needs
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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.	100% of the CST team/staff will be provided access to information in order to provide support accordingly
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	CST agenda, CST minutes, CST team procedural process
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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.
9/1/2018		CST process discussion
10/5/2018		CST process training for staff
12/1/2018		CST process review

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:	February 6-8, 2018
B2. DTSDE Review Type:	District Led

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.	Establish a comprehensive communication plan that provides reciprocal communication between school and families
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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.	100% of the families will receive information on the multiple modes of communication
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PTA meetings, robo calls, orientation packet during welcome back event, parent handbook

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.
8/21/2018		Welcome Back Orientation
Aug-18	Oct-18	Parent Handbook
9/1/2018	6/1/2019	PTA meetings and robo calls