

LEA Name:	Rochester City School District
School Name:	SCHOOL OF THE ARTS

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:

- On-going professional developments per teacher and previous DTSDE recommendations
- On-site learning
- Cluster meetings helped to improve collegial dialogue
- Ample time to create a data based SCEP plan

List the weaknesses of the previous year’s plan:

- Wednesday’s Business Meeting was not a viable opportunity for collegial learning because it was not mandatory
- Lack of fundamental knowledge of how to write and implement an effective SCEP plan
- Did not create a system to track progress of goals

School Performance Goals - Annual:	
Attendance:	93% overall attendance for the year.
Behavior:	Reducing the number of suspensions by 27%
Curriculum/Courses:	School of the Arts will reach a 90% graduation at the end of the 2015-2016 school year. In addition, the Common Core 7 th and 8 th grade Math and ELA exam scores will increase to 30% of students reaching proficiency or higher. 80% of students will achieve 80% on Regents Math and 75% on Regents ELA.

Commented [AML1]: If Dr. Giamartino is your Chief, you have been putting these together on the SMART templates. Use the completed goals here©

SIG/SIF/NCTL/Model School Goal(s):

Commented [AML2]: Please SKIP this section, if you are a NOT a SIG/SIF/NCTL or other model school.

Rochester City School District

Internal SCEP Template as of May 7th

2015-2016

Example:	
Goal 1:	
Goal 2:	

Key Approaches	
Approach 1:	Deep Application of Danielson Framework (Choosing no more than 3 elements)
Approach 2:	Common Formative Assessment
Approach 3 (optional):	Differentiation of Lessons, Intervention, and Acceleration

Commented [AML3]: Step 4: How are we going to do the work?

SCHOOL OF THE ARTS

261600010074

2015-2016

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.

TENET 2: Goal 1	Needs Statement:				
	Move 10% of teachers from developing to effective by the end of the 2015-2016 school year. School leader and assistant principals need to set up a system for evaluating and observing teachers and gathering data.				
	SMART Goal(s):				
	With the use of the Danielson rubric, documentation of expectations and the use of observation calendar which would include allotting 10 minutes of weekly leadership meetings for each administrator to conduct a specific- focus walkthrough (i.e., looking for higher level thinking questions, looking for student participation, etc) of one teacher each, communicate findings to each other and provide feedback to teachers for instructional improvement by May 1st, then there will be an increase the number of teacher's receiving at least effective by 10% in the 2015-2016 school year.				
	Leading Indicators:				
<ul style="list-style-type: none"> Weekly leadership meetings and collegial circle to assess teacher strategies and data collected from observations Observations discussed amongst leaders, documented, and charted Feedback provided by the administrators to teachers on how to develop the instructional skill 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. Administrators will identify the purpose, based on the Danielson rubric and/or the needs of our school, of the walk-through for that week. Afterward, each administrator will identify a teacher under their caseload who is teaching during that time and conduct a 10 minute walk-through where they observe and look for evidence of their topic.	Administrator	Administrator and Teachers	Weekly-September 14, 2015- May 1, 2016	The intended impact of this activity is to help increase the number of teachers receiving effective on their overall local/APPR score.
	2. Then they will report back to their meeting spot and report out their findings, discuss, and identify instructional strategies that	Administrator	Administrator and Teachers	Weekly-September	The intended impact of this

Commented [AML4]: Step 2: Where are we now?

Commented [AML5]: Step 1: Where do we want to be?

Commented [AML6]: How will you know if there is progress towards the goal?

Commented [AML7]: Step 4: How are we going to do the work?

	could benefit that teacher. Each administrator will then do a brief follow-up with that teacher for that week.			14, 2015- May 1, 2016	activity is to help increase the number of teachers receiving effective on their overall local/APPR score.

TENET 2: Goal 2	Needs Statement:				
	Increase the overall school APPR local rating from developing to effective. Administrators need to ensure that teachers are using data to inform their instruction.				
	SMART Goal(s):				
	With time provided for teachers to create and grade mid-term exams, as well as, and completing an item analysis of mid-term exams to address instructional needs and change instructional practices; as well as, monthly department meetings where administrators and teachers collaborate and reflect on instructional practices that work and strategies that need to improve, the overall the local/state performance index score for high school will increase by 2 points and the middle school will increase by 2 points, so that the overall school rating will move from developing to effective by the end of the 2015-2016 school year.				
	Leading Indicators:				
<ul style="list-style-type: none"> Through Professional Learning Communities teachers and administrators will analyze and evaluate dialogue regarding the creation of formative assessments and the data gathered from the formative assessments. 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. Teachers will create and grade mid-term exams, as well as, completing an item analysis of mid-term exams to address instructional needs and change instructional practices; in addition, monthly department meetings where administrators and teachers collaborate and reflect on instructional practices that work and strategies that need to improve.	Administrators and Teachers	Administrators and Teachers	September 14, 2015- February 12, 2016	The intended impact is to increase the overall local/state performance index score for high school by 2 points and the middle school by 2 points

					so that the overall school rating will move from developing to effective by the end of the 2015-2016 school year.
	2.				
	3.				

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.

TENET 3: Goal 1	Needs Statement:				
	Students need to know and be active participants in their own pathway to graduation.				
	SMART Goal(s):				
	With counselors meeting with 10-15 seniors a week before October 31st, all seniors will know their graduation needs by reviewing their high school transcripts and their "graduation clearance forms." In addition, counselors will update the senior spreadsheet after each semester, which will help support the SOTA goal of a graduation rate of 90% or more by the end of the 2015-2016 school year.				
	Leading Indicators:				
	<ul style="list-style-type: none"> • Mandatory meeting with counselor before October 1st • Seniors will be able to verbalize individual plans • Counselors will update the "on-track to graduation" database after each marking period 				
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. With counselors meeting with 10-15 seniors a week before October 31st, all seniors will know their graduation needs by reviewing their high school transcripts and their "graduation clearance forms." In addition, counselors will update the senior spreadsheet after each semester.	Counselors	Counselors and seniors	September 2, 2015- October 31, 2015.	Help support the report
	2.				
	3.				

Rochester City School District

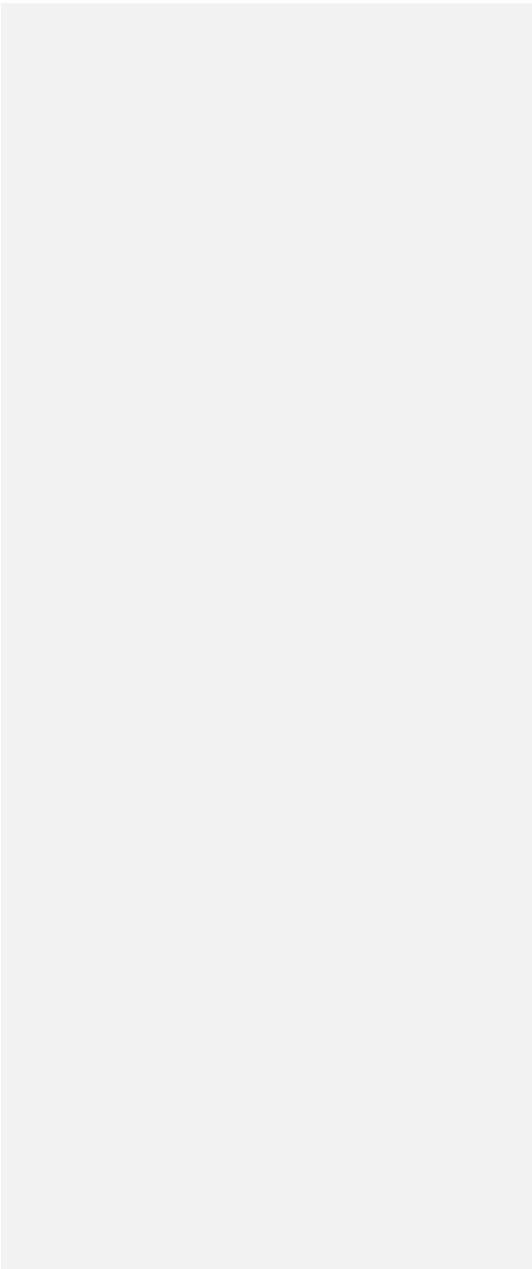
Internal SCEP Template as of May 7th

2015-2016

SCHOOL OF THE ARTS

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2015-2016



TENET 3: Goal 2	Needs Statement:				
	Teachers need a formal time to collaborate with each other and administrators on instruction.				
	SMART Goal(s):				
	With monthly inter-departmental Cluster Meetings, from September 2015 through May 2016, that will focus on increasing teamwork, sharing-out of Department PLC's meeting outcomes, interdisciplinary projects based on literacy and numeracy skills, and grade-level and/or house-level collaboration, there will be an increase in the student growth index in grades 7 th and 8 th Common Core exams by 2-3 growth points and on Regents exams by 2-4% by the end of the 2015-2016 school year.				
	Leading Indicators: <i>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?</i>				
<ul style="list-style-type: none"> • Monthly cluster meetings • Sharing effective practices • Implementation of interdisciplinary projects 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. Monthly inter-departmental Cluster Meetings, from September 2015 through May 2016, that will focus on increasing teamwork, sharing-out of Department PLC's meeting outcomes, interdisciplinary projects based on literacy and numeracy skills, and grade-level and/or house-level collaboration	Instructional staff	Instructional staff and support staff	September 2015 through May 2016 and monthly	Increase in the student growth index in grades 7 th and 8 th Common Core exams by 2-3 growth points and on Regents exams by 2-4% by the end of the 2015-

					2016 school year.
2.					
3.					

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.

TENET 4: Goal 1	Needs Statement:				
	Teachers identified a need for more time within their community to address instructional needs.				
	SMART Goal(s):				
	With 2 hour monthly department Professional Learning Communities from September to May that focus on 1) Coherent Curriculum Aligned to the Common Core, (2) Common Formative Assessment (Rubrics/Feedback to Students/Student Self- Assessment), (3) Interdisciplinary Learning (Art/Academics),(4) Data Driven Instruction, (5) Higher Order Questioning, (6) Vertical Team Alignment, (7) Differentiation, (8) Social/Emotional, (9) Best Practices and Reflection, and (10) Creation of Portfolio with Lesson Plans and Student Products, there will be a 2 point growth increase on post assessments by the end of the 2015-2016 school year				
	Leading Indicators:				
<ul style="list-style-type: none"> • Monthly cluster meetings • Sharing effective practices • Implementation of instructional strategies 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1.2 hour monthly department Professional Learning Communities from September to May that focus on 1) Coherent Curriculum Aligned to the Common Core, (2) Common Formative Assessment (Rubrics/Feedback to Students/Student Self- Assessment), (3) Interdisciplinary Learning (Art/Academics),(4) Data Driven Instruction, (5)	Teachers	Teachers	September 2, 2015- May 1, 2016	2 point growth increase on post assessments by the end of the 2015-2016 school year

	Higher Order Questioning, (6) Vertical Team Alignment, (7) Differentiation, (8) Social/Emotional, (9) Best Practices and Reflection, and (10) Creation of Portfolio with Lesson Plans and Student Products				
2.					
3.					

TENET 4: Goal 2	Needs Statement:				
	Teachers need improve the feedback they give their students. As well, teachers need to be able to empower students to evaluate themselves using a teacher tool such as a rubric.				
	SMART Goal(s):				
	With the implementation of a Professional Development on rubric development and implementation in 2015-2016, that will be offered to teachers and staff with a focus on student engagement, formative assessment, corrective feedback, and the promotion of student self-evaluation, there will be a 5% increase in the number of teachers participating in the PD and this will support the 2-4% increase in the number of students who pass their state exams at the end of the 2015-2016 school year.				
	Leading Indicators:				
<ul style="list-style-type: none"> • Teacher attendance to the Rubric PLC • Creation of teacher and student rubric to evaluate work • Teachers and student can reflect on instruction and learning in order to progress in future projects 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. Implementation of a Professional Development on rubric development and implementation in 2015-2016, that will be offered to teachers and staff with a focus on student engagement, formative assessment, corrective feedback, and the promotion of student self-evaluation	Instructional staff	Instructional staff	Throughout the 2015-2016 school year	Meant to support the 2-4% increase in the number of students who pass their state exams at the end of the 2015-2016 school year.

	2.				
	3.				

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:				
	Students need to be aware of their own social/emotional needs and how to obtain support.				
	SMART Goal(s):				
	With the support of the general education teacher, the Center for Youth counselor will continue to push in to 7 th grade advisement periods twice a month to teach “Project SUCCESS”, a drug use prevention program, and to promote overall social-emotional wellness training to our students. 90% of our 7 th grade class will be exposed to the curriculum and will be able to identify and utilize positive/healthy coping skills in times of crisis. The success of this program will be evident by the completion of a survey/feedback back form by the end of the 2015-2016 school year, as well as, contributing to the 20% decrease of overall suspensions. Center for Youth Counselor will follow up with individual students based on the feedback gleaned from this information.				
	Leading Indicators:				
<ul style="list-style-type: none"> • Center for Youth counselors will enter every 7th grade advisement classroom • Provide a confidential self-evaluation survey • Center for Youth counselor will record data and monitor students discipline history 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. The general education teacher and the Center for Youth counselor will continue to push in to 7 th grade advisement periods twice a month to teach “Project SUCCESS”, a drug use	Center for Youth Counselor and General Education	7 th grade students, 7 th grade	September 14, 2015- May 1, 2016	Help decrease the number of suspensions by

	prevention program, and to promote overall social-emotional wellness training to our students. 90% of our 7 th grade class will be exposed to the curriculum and will be able to identify and utilize positive/healthy coping skills in times of crisis.	Teacher (Advisement teacher)	advisement teachers, Center for Youth counselor		20%.
	2.				
	3.				

TENET 5: Goal 2	Needs Statement:				
	Counselors and administrators will be able to establish an overarching system of needs in order to support students.				
	SMART Goal(s):				
	With the creation of a counselor/administrator database, using the following coding system, to track student visits to the counselors office, A- academic, PSP – post-secondary planning, M- mediation, C- counseling, CI – crisis intervention and MH- mental health, counselors will be able to use the data to complete a needs assessment for the building as it pertains to school climate and school staffing in order to aide decrease suspensions by 20% and maintain the 90% attendance rate by the end of the 2015-2016 school year.				
	Leading Indicators:				
<ul style="list-style-type: none"> • Online data system created to track students visits to the counselor • Database will be updated by the counselor daily after students visit • The database will be shared with the administrators weekly to ensure students’ and staffs’ needs are being met. 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. The creation of counselor/administrator database, using the following coding system, to track student visits to the counselors office, A- academic, PSP – post-secondary planning, M- mediation, C- counseling, CI – crisis intervention and MH- mental health, counselors will be able to use the data to complete a needs assessment for the building as it pertains to school climate and school staffing	Counselors and administrators	Counselors and administrators	On-going throughout the 2015-2016 school year	To aide the decrease in suspensions by 20% and maintain the 90% attendance rate by the end of the 2015-2016 school year.
	2.				
	3.				

Rochester City School District

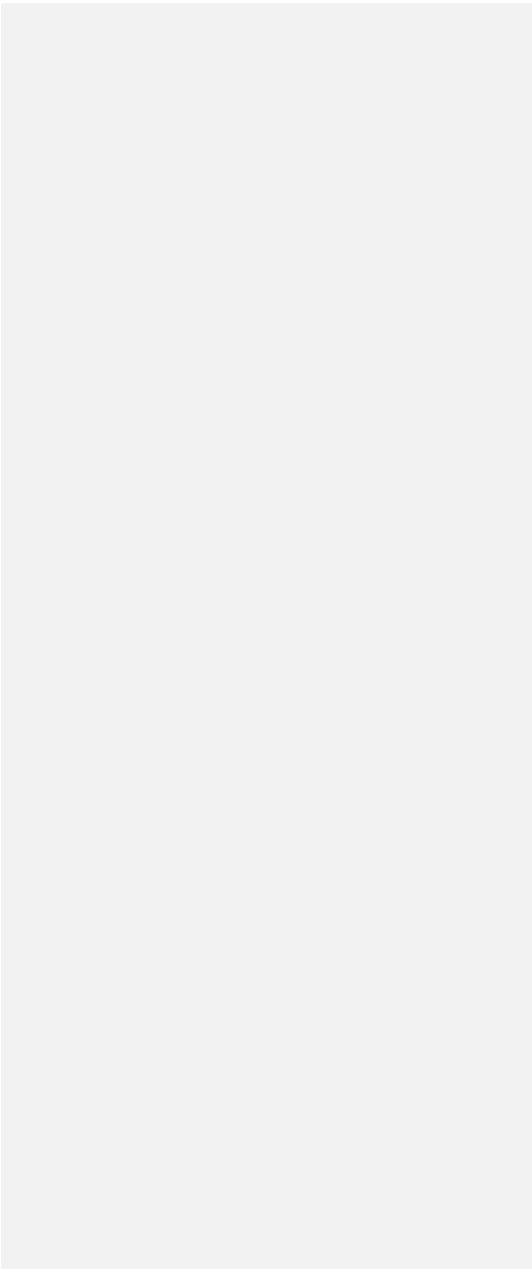
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2015-2016



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:				
	Parents need to be aware of the tools available to keep them informed regarding their student's educational process.				
	SMART Goal(s):				
	With PTSA and SOTA teachers providing registration assistance for Parent/Student Connect via PTSA meetings, SOTA events such as New Student Orientation, curriculum night, and individually for families as needed, SOTA will increase active usage of Parent/Student Connect by 5% for both parents and students by the end of the 2015-2016 school year. This will increase the reciprocal communication between all stakeholders, which includes, students, parents, teachers, counselors, and administrators, which will be measured by SPA data.				
	Leading Indicators:				
<ul style="list-style-type: none"> • At the beginning of the school year, parents will have several opportunities to register for Parent/Student Connect, including New Student Orientation, Parent Conferences, and Curriculum Night • SPA data used to assess parent and student usage of Parent/Student Connect. 					
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. With PTSA and SOTA teachers providing registration assistance for Parent/Student Connect via PTSA meetings, SOTA events such as New Student Orientation, curriculum night, and individually for families as needed	PTSA and School Teachers	PTSA, School teachers, as well as parents and students	8/25/2015-12/1/2015.	SOTA will increase active usage of Parent/Student Connect by 5% for both parents and students by the end of the 2015-

					2016 school year. This will increase the reciprocal communication between all stakeholders, which includes, students, parents, teachers, counselors, and administrators, which will be measured by SPA data.
	2.				
	3.				

TENET 6: Goal 2	Needs Statement:				
	The need is to increase engagement between parent and department reciprocal communication				
	SMART Goal(s):				
	With liaisons from each department attending PTSA meetings and collecting information from parents regarding their concerns and suggestions we will see an improvement in reciprocal parent-teacher communications as evident via a survey after each meeting. This will be on-going throughout the 2015-2016 school year.				
	Leading Indicators:				
	<ul style="list-style-type: none"> • Once a month PTSA meetings with department liaisons. • Provide parent survey after each meeting to gather data on the informational sharing 				
Action Plan:					
	Activity: <i>Be specific, and include each action step separately.</i>	Responsibility: <i>Who will lead or do each activity?</i>	Participants: <i>Who will participate in the activity?</i>	Timeline: <i>When will this work get done? How often will each activity take place?</i>	Intended Impact of the Activity: <i>What do expect to see/change/occur because of this?</i>
	1. liaisons from each department attending PTSA meetings and collecting information from parents regarding their concerns and suggestions	PTSA and department liaisons	PTSA and department liaisons	Once a month throughout the 2015-2016 school year.	An improvement in reciprocal parent-teacher communications
	2.				
	3.				