

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010000
School Name:	Institute of Technology @Syracuse Central

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

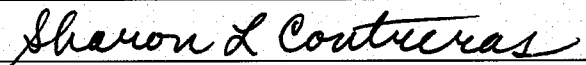
Contact Name	Donna Formica	Title	School Principal
Phone	315-435-4300	Email	dformica@scsd.us
Website for Published Plan	www.itc@scsd.us		

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		Sharon L. Contreras, Ph.D.	Jul-15
President, B.O.E. / Chancellor or Chancellor's Designee	Not Applicable	Not Applicable	Not Applicable

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. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
- 3. 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.
- 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 5. 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.
- 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 7. 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)
March 3, 2015	ITC		ITC
March 5, 2015	ITC		ITC
March 11, 2015	ITC		ITC
April 16, 2015	ITC		ITC
June 2, 2015	ITC		ITC

Name	Title / Organization	Signature
Donna Formica	Principal	
Bruno Primerano	Vice Principal	
Jen Crawford	Teacher	
Anne Marie Furcinito	Teacher	
Carolynne Jordan	Teacher	
Bobby Kunnath	Teacher	
Cheryl Molesky	Teacher	
Diana Perez	Teacher	
Thad Sohoski	Teacher	

ITC-School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	439	% Title I Population	64	% Attendance Rate	96
% of Students Eligible for Free Lunch	54	% of Students Eligible for Reduced-Price	10	% of Limited English Proficient Students	2	% of Students with Disabilities	18

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1	% Black or African American	57	% Hispanic or Latino	12	% Asian, Native Hawaiian / Other Pacific Islander	3	% White	25	% Multi-Racial	1

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	3	% Teaching with Fewer than 3 Years of Experience	13	Average # of Teacher Absences	7.1

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?		Identification for High School Graduation Rate?	Yes
ELA Performance at Level 3 and Level 4 (%)	38.1	Math Performance at Level 3 and Level 4	8.3	Science Performance at Level 3 and Level 4	n/a	Four-Year Graduation Rate (HS Only) (%)	81.5
% of 1st Year Students Who Earned 10+ Credits (HS Only)	4.2	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	83.8	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	93.2	Six-Year Graduation Rate (HS Only) (%)	79.3
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
-	American Indian or Alaska Native	Yes	Black or African American
-	Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander

ITC-School Information Sheet

-	White	-	Multi-Racial
-	Students with Disabilities	-	Limited English Proficient
Yes	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

-	American Indian or Alaska Native	Yes	Black or African American
-	Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander
-	White	-	Multi-Racial
-	Students with Disabilities	-	Limited English Proficient
Yes	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

n/a	American Indian or Alaska Native	n/a	Black or African American
n/a	Hispanic or Latino	n/a	Asian or Native Hawaiian/Other Pacific Islander
n/a	White	n/a	Multi-Racial
n/a	Students with Disabilities	n/a	Limited English Proficient
n/a	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective

-	Limited English Proficient		
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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 capacity to effectively oversee and manage the improvement plan.

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 will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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).

Creating an environment where students felt equally safe and challenged academically while addressing their social and emotional needs.

- 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.

We are currently developing a system where data is discussed on a regular basis, more often than just interim assessments, to inform instruction.

In developing the **CURRENT YEAR'S** plan:

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

The use of day to day data to drive instruction and the use of differentiated instruction which is aligned to common core learning standards

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

Data driven instruction and alignment to the CCLSs.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

100% of the students at ITC will be college and career ready

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

85% of students will achieve 12 college credits. 85% of eligible students will earn a CTE certification.

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

Through the smart scholars grant we are collaborating with both OCC and ESF for dual credit and concurrent enrollment classes. We currently offer three CTE certified programs for students to partake in.

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

Once the smart scholars grant expires we will need to find additional funding to sustain concurrent enrollment courses at OCC.

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

Content level PD will be offered throughout the summer by the school district and school focused PD throughout the school year.

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

Discussions of the plan will be had during faculty meetings, department meetings, team meetings, and PFO meetings.

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

The plan will be shared with our college partners, it will be posted on the website and discussed with parents throughout the year during orientations and conference nights.

- 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.

Not applicable

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. HEDI Rating:	Not Applicable
B2. HEDI Rating Source:	Not Applicable
B3. HEDI Rating Date:	Not Applicable

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.	Adults in the school build supportive relationships with students and families, and if teachers and leaders create engaging learning environments that use restorative approaches to re-engage students and build positive climates, then students will attend school with a positive attitude and be engaged in their learning.
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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.	90% of students will report that school is a positive place and are engaged in learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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-15	Jun-16	Walkthrough observations by administration focusing on identifying classroom engagement and culture for learning, positive relationship building and positive disciplinary approaches completed at least once a month.
Sep-15	Jun-16	Parents contacted, one on one, by teachers and support staff when their students are identified as struggling.
Sep-15	Jun-16	The SLT will meet monthly and, as part of the agenda, will include student perceptions data and next steps.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	School Led Site Review Team
B3. HEDI Rating Date:	Feb-15

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 leader requires staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study. More inclusive and comprehensive common planning time in the master schedule with an area of 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.	85% of teachers will show evidence of high level student discourse through ongoing observations. 90% of teachers' lesson plans are aligned to the CCLS and show differentiation.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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-15	Jun-16	Teachers, teacher leaders and administrators will participate in High School PD with a focus on instructional priority during the summer and throughout the school year.
Sep-15	Jun-16	Teachers are ready to implement the strategies in their teaching that were acquired during PD in September of the 2015/16 school year.
Sep-15	Jun-16	All core teachers will utilize common planning time at least three times a week facilitated by teacher leaders to help teachers unpack the standards, plan high-leverage activities, create lessons aligned to the CCLS, and cross-curricular planning.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	School Led Site Review Team
B3. HEDI Rating Date:	Feb-15

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 need to consistently use plans for adjusting student groupings and instructional strategies. Teachers consistently need to use summative and formative assessments that inform instructional decision making. Teachers need to provide consistent data-based feedback to 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.	Teachers use classroom data from a variety of assessments to inform instruction on a daily basis to ensure powerful and targeted instruction that leads to students completing the course successfully. Teachers use data from administrative data meetings, held three times a year, based on interim assessments to inform instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	0

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-15	Jun-16	Teachers will participate in data driven instruction meetings with administrators, planned for a minimum of three times a year, to inform instruction.
Sep-15	Jun-16	Weekly walkthroughs by administration to determine the use of data in daily instruction.

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. HEDI Rating:	Not Applicable
B2. HEDI Rating Source:	Not Applicable
B3. HEDI Rating Date:	Not Applicable

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 collaborates with support staff to provide timely social/emotional interventions for 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.	By the end of marking period one, 90% of students families will feel that the school is safe, welcoming and supportive.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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-15	Jun-16	School Intervention Team (SIT) meet weekly to discuss individual students and develop success plans.
Sep-15	Jun-16	Students receiving supports will show improvement in attendance, discipline and academic performance throughout the year.

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. HEDI Rating:	Not Applicable
B2. HEDI Rating Source:	Not Applicable
B3. HEDI Rating Date:	Not Applicable

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.	Adults in the school need to build supportive relationships with students and families and the school needs to implement social/emotional and physical well-being initiative in order for students and families to feel that the school is a safe, welcoming and supportive place.
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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.	90% of students and families believe that the school is safe, welcoming and supportive.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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-15	Jun-16	Parents are contacted one on one, by teachers and support staff, when their students are identified as struggling.
Sep-15	Jun-16	Contracted services, Promise Zone, Hillside and Liberty Partnership Programs, along with the social worker support students' social/emotional well-being.