

| | |
|----------------|--------------------------------|
| LEA Name: | Rochester City School District |
| LEA BEDS Code: | 261600010000 |
| School Name: | Henry Lomb School 20 |

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

| | | | |
|----------------------------|---|-------|--|
| Contact Name | D 'Onnarae Johnson | Title | Principal |
| Phone | (585) 325-2920 | Email | donnarae.johnson@rcsdk12.org |
| Website for Published Plan | https://www.rcsdk12.org/ | | |

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

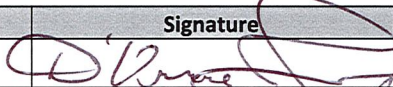





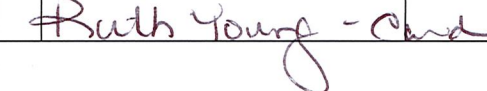
Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

| Name | Title | Signature | Date |
|--------------------|---------------------------|--|-----------|
| D 'Onnarae Johnson | Principal |  | 17-May-19 |
| Cheryl Donatella | Assistant Principal |  | 17-May-19 |
| Noreen Tobon | Teacher |  | 17-May-19 |
| Kathleen Lechner | Teacher |  | 17-May-19 |
| Maria Behrend | Teacher |  | 17-May-19 |
| Gillian Roman | Math Support Teacher |  | 17-May-19 |
| Ruth Young-Card | Special Education Teacher |  | 17-May-19 |

| | | | |
|--------------------|---------------------------------|------------------------------|-----------|
| Illiana Justiniano | Parent | <i>Shirley S. Justiniano</i> | 17-May-19 |
| Ramona Colon | Parent | <i>Ramona Colon</i> | 17-May-19 |
| Valerie Medley | Parent Liaison | <i>Valerie Medley</i> | 17-May-19 |
| Fallynn Rotan | Parent | <i>Fallynn Rotan</i> | 17-May-19 |
| Marilyn Haile | Special Education Administrator | <i>Marilyn Haile</i> | 17-May-19 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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 plan before it is approved.

- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the

- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

- 4. The SCEP contains at least one evidence-based intervention.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>**
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development**
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.**

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | State-Supported |
| | If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20. |
| | Strategy the school will implement: |
| | Professional Learning Communities |

| | |
|--|--|
| | Clearinghouse-Identified |
| | If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy. |
| | Strategy the school will implement: |
| | Clearinghouse |

| | |
|---------------------------|--|
| Rating from Clearinghouse | |
|---------------------------|--|

| | | |
|--------------------------|--|--|
| School-Identified | <p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p> | |
| | Strategy the school will implement: | |
| | ESSA Evidence-Based Tier (1, 2, 3) | |
| | Link to research or citation (if citation is used then research must be | |

| | |
|--|--|
| Additional Evidence-Based Interventions (Optional) | |
| <p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p> | |
| Elements of Instructional coaching | |
| | |
| | |
| | |

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP

| Name | Title |
|--------------------|---------------------------------|
| D 'Onnarae Johnson | Principal |
| Cheryl Donatella | Assistant Principal |
| Noreen Tobon | Teacher |
| Kathleen Lechner | Teacher |
| Maria Behrend | Teacher |
| Gillian Roman | Math Support Teacher |
| Ruth Young-Card | Special Education Teacher |
| Illiana Justiniano | Parent |
| Ramona Colon | Parent |
| Valerie Medley | Parent Liaison |
| Fallynn Rotan | Parent |
| Marilyn Haile | Special Education Administrator |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in

| SCEP Steps | Date(s) this was done with stakeholders | Initials of those involved | If applicable: Ideas discussed but not pursued (up to 2) |
|--|--|----------------------------|---|
| Reviewing multiple sources of feedback to identify needs and root causes | May 6, 2019, May 8, 2019, May 9, 2019, May 13, 2019, May 14, 2019, May 15, 2019 and May 17, 2019 | DJ,CD,NT, KL, MB,GR, RY-C, | Utilization of PLC's as the sole model or use of the Principal's PD and a singular model. |

| | | | |
|---|--|----------------------------|---|
| Determining priorities and goals based on the needs identified | May 6, 2019, May 8, 2019, May 9, 2019 and May 13, 2019 | DJ,CD,NT, KL, MB,GR, RY-C, | Utilization of PLC's as the sole model or use of the Principal's PD and a singular model. Discussion was had about a combination of the two model. We voted for both. |
| Identifying an evidence-based intervention | May 6, 2019 and May 8, 2019 | DJ,CD,NT, KL, MB,GR, RY-C, | Utilization of PLC's as the sole model or use of the Principal's PD and a singular model. Discussion was had about a combination of the two model. We voted for both. |
| Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | May 13, 2019, May 14, 2019 and May 15 | DJ,CD,NT, KL, MB,GR, RY-C, | Several activities were discussed, but some wording was adjusted to provide multiple opportunities for teacher time selection instead of a universal time for all. |
| Identifying a plan to communicate the priorities to different stakeholders | May 6, 2019, May 8, 2019, May 9, 2019, May 13, 2019, May 14, 2019, May 15, 2019 and May 17, 2019 | DJ,CD,NT, KL, MB,GR, RY-C, | All constituencies were at the table to discuss the plan. It will also be shared at other events with our school community. |

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been

| Stakeholder group | How the perspectives of this group have been incorporated into the SCEP |
|---|---|
| Teachers responsible for teaching | |
| Parents with children from each identified subgroup. | |
| Secondary Schools: Students from each identified subgroup | |

English Language Arts

| | | |
|--|---|---|
| English Language Arts | | |
| | | |
| A1. ELA Baseline Data: Provide the most recently available information. | All Students- 49.7 | |
| | | |
| B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup. | All Students- 50.1 | |
| | | |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal. | The DTSDE review identified that School #20 needs to develop a uniform method of determining student's reading levels. A universal scale will be developed and implemented by 100% of ELA teachers to determine students who are reading above, on or below grade level standards by June 2020. Reading level data, in lexile/DRA levels, will be charted and shared in a school-wide, color coded data document to indicate levels of performance. | |
| | | |
| D1. Action Plan - August 2019 through January 2020 | | |
| D2. Start Date: | D3. End Date: Identify | D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will |
| 06/30/2019 | 07/30/2019 | Staff will create a school-wide reading level document to designate if students are above, on or below grade level in reading. The document will be scaffolded annually, to include the current State level reading expectations for the NYS ELA examination. |
| 08/15/2019 | 09/30/2019 | Two Professional development trainings will be conducted on Reader's and Writer's workshops with a focus on small group guided reading instruction and differentiation. |
| 09/30/2019 | 01/30/2020 | 100% of teachers will implement the Reader's and Writer's Workshop Models schoolwide to ensure that small group reading instruction takes place in all classrooms. |

| | | |
|---|-------------------------------|--|
| 09/06/2019 | 01/31/2020 | Teachers will administer the following assessments in September, January and June: DRA/Lexile level equivalent, CFA and NWEA to determine students who are on, above and below grade level in reading. |
| 09/06/2019 | 01/31/2020 | Classrooms will conduct interactive teacher read alouds to improve vocabulary, fluency and reinforce mainstream English. |
| 09/06/2019 | 01/31/2020 | DEAR - Drop Everything and Read will be implemented across the whole school to ensure students read for 30 minutes independently daily and increase their stamina for reading. |
| 10/07/2019 | 01/31/2020 | Intermediate students will utilize multiple choice grouping strategies to better understand the reasonableness of the answers they provide for multiple choice questions. |
| | | |
| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable. | | The school will monitor student progress through a 10% increase in the number of students reading at or above grade level in January compared to student September data. |
| F1. Action Plan - January 2020 through June 2020 | | |
| F2. Start Date: | F3. End Date: Identify | F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school |
| 01/01/2020 | 06/26/2020 | The following assessments will be administered to determine if 10% or more of the students at School 20 are reading at or above grade level in January and June: DRA/Lexile level, NWEA and CFA. |
| 01/01/2020 | 06/26/2020 | Intermediate students will begin to complete assessments with multiple choice comprehension passages at the State Lexile level for NYS examinations. |
| 03/01/2020 | 03/15/2020 | Teachers will administer a mock ELA assessment that mirrors the NYS assessment to determine the students who are on target to pass the NYS ELA test. |
| 03/15/2020 | 04/01/2020 | Teacher will analyze the data from the mock examination to inform their instruction prior to taking the NYS ELA examination in April. |

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.

All Students- 61.1

**B2. SCEP Goal for Mathematics
TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

All Students- 64.2

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.

According to recent NYS Math Exam Scores (2016-2017 & 2017-2018), it was determined that improvement in problem solving is necessary for continued growth towards proficient test scores at Levels 3&4 in grades 3-6. As a result, our school will implement and train staff to integrate a universal problem solving procedure in 100% of math classrooms in grades K-6, by June 2020.

D1. Action Plan - August 2019 through January 2020

| D2. Start Date: | D3. End Date: Identify | D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in |
|------------------------|-------------------------------|--|
| 05/14/2019 | 09/03/2019 | Teachers will receive 2 trainings on the problem solving strategy developed by the math collegial circle to ensure that teachers will be able to implement the model in September. |
| 08/15/2019 | 09/03/2019 | instruction. This model promotes problem solving and critical thinking. |
| 09/09/2019 | 01/30/2020 | 100% of classrooms will implement Math Workshop including: Problem solving strategies, Problem of the day and application problems daily in mini-lessons. |
| 10/01/2019 | 10/30/2019 | Teachers will administer the Math CFA 1 in October 2019. |
| 10/01/2019 | 01/30/2020 | Ongoing professional development including vertical grade level math learning community, universal problem solving procedure, concrete real world problems and activities, unpacking standards, Multiple Choice Grouping Strategy, Trial and Error, evaluate reasonableness of answer, etc., will be implemented to ensure that teachers are providing rigorous curricula. The group will meet for 20 hours on these topics. |
| 09/09/2019 | 01/30/2020 | Teachers will implement formative assessments daily including: exit tickets, rubrics and other assessment strategies to ensure that students are learning the material that is being taught. |

| | | |
|---|-------------------------------|---|
| 09/30/2019 | 01/30/2020 | Teachers will administer unit/ module assessments administered at the end of each unit/module (grades 3-6). |
| 09/30/2019 | 01/30/2020 | Classroom teachers will administer module assessments at the end of each unit (pre and post tests in grades K-2) |
| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable. | | 70% of students will pass the unit or module assessments after receiving teacher instruction on the unit or module using the problem solving method instituted by the school PLC. |
| F1. Action Plan - January 2020 through June 2020 | | |
| F2. Start Date: | F3. End Date: Identify | F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions |
| 01/01/2020 | 06/20/2020 | Teachers will administer module and or unit assessments (Grades K-6) to be placed in the school-wide math data document. |
| 01/01/2020 | 06/20/2020 | Teachers will analyze the math data monthly to inform their instruction and ensure that 70% of their students are passing these exams. |
| 01/01/2020 | 05/10/2020 | Teachers will provide practice questions from the NYS released questions: multiple choice, short and extended response to ensure that students are able to use the universal problem solving strategy to answer these more rigorous math questions. |
| 01/15/2020 | 06/15/2020 | Teachers will administer the math CFAs 2 (January) and 3 (June) to determine student proficiency at 70% or higher. |
| 04/06/2020 | 05/10/2020 | Extra support for math instruction will be provided after the ELA examination by the Intervention/Prevention teachers. |

English Language Proficiency (ELP) or School-Selected Indicator

| | |
|--|-------------------|
| A1. ELP or School-Selected Baseline Data: Provide the most recently available information. | All Students- .67 |
|--|-------------------|

| | |
|---|-------------------|
| B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required) | All Students- .80 |
|---|-------------------|

| | |
|--|--|
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal. | Based on data from the parent survey, school communication in a student's home language was identified as an area of need. A piece of evidence supporting the need for more focus in this area was indicated by the number of students who could not participate in field trips because of parent lack of completing field trip forms. When asked, parents shared that they were unable to complete the forms because they were from non English speaking homes. Communication with these families in their home language should take place consistently including assistance in completing forms. |
|--|--|

D1. Action Plan - August 2019 through January 2020

| D2. Start Date: | D3. End Date: Identify | D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in |
|------------------------|-------------------------------|--|
| 09-06-2019 | 10-30-2019 | ESOL teachers will assist teachers in securing interpreters for parent communication through 2 professional development sessions in September and October 2019. |
| 09-06-2019 | 10-30-2019 | Staff will brainstorm ideas for how to better communicate with non-English speaking families, ie, home visits, using older students for translations etc. |
| 10-01-2019 | 10-30-2019 | Teachers will provide communications to parents in the child's home language using the sources shared in the professional development sessions with the School 20 ESOL teachers. |

| | |
|--|--|
| E1. Mid-Year Benchmark(s) - Identify what | A survey will be developed and distributed to the 65 non-English speaking families at School 20 to determine if the school |
|--|--|

F1. Action Plan - January 2020 through June 2020

| F2. Start Date: | F3. End Date: Identify | F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking |
|------------------------|-------------------------------|--|
| 01-01-2020 | 01-10-2020 | The school will develop a survey for our non-English speaking parents to determine if our communication with these parents is effective. |
| 01-15-2020 | 01-30-2020 | The school will distribute the survey to parents and analyze the response data to ensure that 70% of the survey respondents feel that communication from the school is effective. |
| 01-02-2020 | 06-26-2020 | Based on the data from the survey, teachers will adjust the way that they provide communications to parents if less than 70% of the responders to the survey share that communication is effective . |

Survey

| | | |
|--|---|---|
| A1. Survey Question: Provide the survey question for which the school is looking to improve its results | This school communicates how important it is to respect the practices of all cultures. | |
| A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff. | 100% of parents who completed the survey indicated that the school did not communicate the importance of respecting the practices of all cultures. One culture in particular that indicated this was caucasian. | |
| B1. SCEP Goal for Survey Question | The school will communicate the importance of respecting all cultures throughout the school year. | |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal. | In looking at the data from the parent, staff and student survey, it was determined that our school should improve in communicating how important it is to respect the practices of all cultures. 100% of parents did not agree or strongly agree that School 20 communicates how important it is to respect the practices of all cultures. As a result of the school's targeted multicultural activities, 70% of parent responders will agree or strongly agree that School 20 communicates how important it is to respect the practices of all cultures on the first administration of the school climate survey in the Fall. | |
| D1. Action Plan - August 2019 through January 2020 | | |
| D2. Start Date: Identify the projected start date for each activity. | D3. End Date: Identify the projected end date for each activity. | D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. |
| 09/09/2019 | 01/30/2020 | The school will communicate the importance of respecting the practices of all cultures through school-wide events that reflect the populations that represent our school wide ethnicity. |
| 09/09/2019 | 01/30/2020 | Teachers will provide multicultural books as read alouds and in the classroom independent reading library to ensure that students are exposed to multicultural books on a consistent basis. |
| 10/01/2019 | 10/10/2019 | A survey will be developed by the SBPT to determine if the school is communicating the importance of respecting all cultures.. |
| 10/15/2019 | 11/20/2019 | The survey will be distributed to parents to determine if we are meeting the goal. |

| | | | |
|---|---|--|--|
| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to | | | Based on the survey data collected in November 2019, 70% of the responders to the survey will indicate that the school communicates the importance of respecting all cultures. |
| F1. Action Plan - January 2020 through June 2020 | | | |
| F2. Start Date: Identify the projected start date for each activity. | F3. End Date: Identify the projected end date for each activity. | F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. | |
| 12/01/2020 | 01/15/2020 | The school will analyze the parent survey data to determine next steps. | |
| 02/01/2020 | 02/15/2020 | The results of the survey will be shared with all stakeholders. | |

Chronic Absenteeism or School-Selected Indicator

| | | |
|--|---|---|
| | | |
| A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information | All Students- 33.4% | |
| B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required) | All Students - 37.6% | |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal. | In looking at the data as indicated in Spa Data Warehouse, it was determined that chronic absenteeism is a needs area for School 20. The number of homeless families within the school has increased 12% and the stability of the family composition has been compromised causing a rise in student absences. The reduction will be (All Students - 30.4%). | |
| <u>D1. Action Plan - August 2019 through January 2020</u> | | |
| <u>D2. Start Date:</u> | <u>D3. End Date: Identify</u> | <u>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in</u> |
| 09-04-2019 | 10-15-2019 | Teachers will contact the parents of students who miss more than 3 days of school. |
| 09-16-2019 | 01-30-2020 | The school will conduct a weekly meeting with select staff to address attendance concerns and problem solve solutions to decrease chronic absenteeism, |
| 10-20-2019 | 01-30-2020 | Staff will conduct home visits after the 10th absence. |
| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to | Based on the data collected in the weekly attendance meetings, it will be determined if the school is on track to reduce chronic absenteeism by 3%. | |
| <u>F1. Action Plan - January 2020 through June 2020</u> | | |
| <u>F2. Start Date:</u> Identify the projected start date for each activity. | <u>F3. End Date: Identify</u> the projected end date for each activity. | <u>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</u> |
| 01-01-2020 | 01-30-2020 | The data collected on chronic absenteeism will be shared with the staff and school community to determine next steps in reducing chronic absenteeism at School 20. |
| 02-01-2020 | 06-20-2020 | CPS referrals will be written and called in for chronic absenteeism by Principal designated staff and in accordance with NYS law. |