

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Anna Murray Douglass Academy, School 12

**ENTER DATA INTO ALL YELLOW CELLS.**

**2019-2020 School Comprehensive Education Plan (SCEP)**

Contact Name	Vicki M. Gouveia	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.

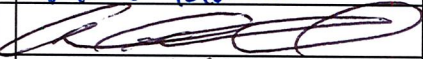
**SIGNATURES**

**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
Vicki Gouveia	Principal	<i>Vicki M Gouveia</i>	5/16/19
Joyce Dunn	Assistant Principal	<i>Joyce Dunn</i>	5/16/19
Sandra Galbato	Assistant Principal	<i>Sandra Galbato</i>	5/16/19
Faith Hart	Assistant Principal	<i>Faith Hart</i>	5/16/19
Susan Allen	Parent Liaison	<i>Susan Allen</i>	5/16/19
Connie Castaneda	Bilingual Teacher	<i>Maria Connie Castaneda</i>	5/16/19
Theresa Lopez	Music Teacher	<i>Theresa Lopez</i>	5/17/19
Petrita Cipolla	Bilingual Teacher	<i>P. Allen - Cipolla</i>	5/16/19
Lisa Eckardt Nevol	Special Education Teacher	<i>L. Eckardt Nevol</i>	5/16/19

Jennie Robillard	Library Media Specialist	Jeanne Robillard	5/16/19
Mark Franklin	General Education Teacher	Mark Franklin	5/16/19
Anthony Matela	Social Studies Teacher		5/16/19
Janine Rella	Parent	* Janine Rella * see addendum	5/16/19
Christine O'Conner	Parent	Christine O'Conner	5-16-19
Jacqueline Sprague	Community Member	Jacqueline Sprague	5-16-19
Kearstin Brown	Parent		
Koryn Jackson	Parent	Koryn Jackson	5/17/19

\* addendum attached

**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"/>	<b>State-Supported</b>
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement:
	Restorative Justice

	<b>Clearinghouse-Identified</b>
	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

<b>School-Identified</b>	<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	

<p><b>Additional Evidence-Based Interventions (Optional)</b></p> <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>

## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**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 Cover Page tab.

Name	Title
Vicki Gouveia	Principal
Joyce Dunn	Assistant Principal
Sandra Galbato	Assistant Principal
Faith Hart	Assistant Principal
Susan Allen	Parent Liaison
Connie Castaneda	Bilingual Teacher
Theresa Lopez	Music Teacher
Petrita Cipolla	Bilingual Teacher
Lisa Eckardt Nevol	Special Education Teacher
Jennie Robillard	Library Media Specialist
Mark Franklin	General Education Teacher
Anthony Matela	Social Studies Teacher
Janine Rella	Parent
Christine O'Conner	Parent
Jacqueline Sprague	Community Member
Kearstin Brown	Parent
Koryn Jackson	Parent

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable
Reviewing multiple sources of	2/14/2019, 3/20/2019, 4/11/2019, 4/12/2019, 4/25/2019,	VG, JD, SG, FH, SA, CC, TL, PC,	
Determining priorities and goals based on the needs identified	4/11/2019, 4/12/2019, 5/8/2019	VG, JD, SG, FH, SA, CC, TL, PC, LEN, JR, MF, AM, JR, CO, JS, KB, KJ	

Identifying an evidence-based intervention	4/11/2019, 4/12/2019, 4/30/2019	VG, JD, SG, FH, SA, CC, TL, PC, LEN, JR, MF, AM, JR, CO, JS, KB, KJ	
Scheduling activities to occur	4/25/2019, 5/3/2019	VG, JD, SG, FH, SA, LEN, JR, MF	
Identifying a plan to communicate the priorities to different stakeholders	4/12/2019, 4/29/2019, 5/13/2013	VG, JD, SG, FH, SA, CC, TL, PC, LEN, JR, MF, AM, JR, CO, JS, KB, KJ	

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

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

**A1. ELA Baseline Data: Provide the most recently available information.**

All Students- 48.1

**B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

All Students- 54.3

**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 results of NYS ELA Assessments the team identified a lack of performance across grade levels in the area of writing. During observations of teacher data meetings there was an inconsistent use of progress monitoring data.

### **D1. Action Plan - August 2019 through January 2020**

<b><u>D2. Start Date:</u></b>	<b><u>D3. End Date: Identify</u></b>	<b><u>D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in</u></b>
July 2019	September, 2019	Professional development for Being a Writer and Next Generation Standards ELA. (Summer PD Offering)
9/3/2019	9/3/2019	Professional development for Instructional Framework, Being a Writer and Vertical Teaming.
August 2019	September 2019	Creation of a writing assessment that mirrors NYS assessment (7-8) and Being a Writer skills for 1st semester (K-6).
September 2019	December 2019	Monthly Instructional Leadership Team meetings focused on grade level progress toward meeting school goals of unpacking Being a Writer.
September 2019	December 2019	Year long topic for Grade level meetings focused on implementation of Being a Writer with monthly discussion of
September 2019	September 2019	Conduct Writing Baseline assessment.
September 2019	November 2019	On-going teacher progress monitoring (NWEA, LASW, Common Assessments) with administrative oversight.
10/11/2019	10/11/2019	Professional development for Being a Writer, Instructional Framework and Vertical Teaming.
September 2019	December 2019	Quarterly Data meetings conducted by School Interventionists and Administrator by grade level, by teacher, by



December 2019	December 2019	Lesson plan review by Administrators for the inclusion of Next Generation Standards aligned with the Instructional
November 2019	November 2019	Grade level meeting topic - Being a Writer (K-6) and NYS assessment (7-8).
<b>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.</b>		Student growth as reflected in progress monitoring data, NWEA results and writing assessment results.

**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions</b>
January 2020	December 2019	Conduct Writing assessment (K-8).
January 2020	June 2020	Quarterly Data meetings conducted by School Interventionists and Administrator by grade level, by teacher, by
January 2020	June 2020	On-going teacher progress monitoring (NWEA, LASW, Common Assessments) with Administrative oversight.
January 2020	June 2020	Review of unit lesson planning and unpacking for the inclusion of Next Generation Standards aligned with the
January 2020	January 2020	Grade level meetings to unpack units of study for ELA.
April 2020	April 2020	Grade level meetings topic - Instructional Framework.
4/3/2020	4/3/2020	Professional development for K-2 Looking at Student Work - ELA.
January 2020	January 2020	Professional development for Vertical teaming and Instructional Framework. (After School offering)
3/6/2020	3/6/2020	Professional development for Instructional Framework.

## Mathematics

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

All Students- 37.3

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

All Students- 52.5

**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 team identified a lack of performance across grade levels in the of mathematics as measured by the NYS Assessment, NWEA and AIMSWeb results.

### **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.**

July 2019	September 2019	Professional Development for Zearn and Next Generation Standards Math. (Summer PD Offering)
9/3/2019	9/3/2019	Professional Development for Instructional Framework, Zearn and Vertical Teaming.
September 2019	December 2019	Monthly Instructional Leadership meetings focused on grade level progress toward meeting school goals.
September 2019	December 2019	Year long topic for Grade level meetings k-5 focused on implementation of Zearn with monthly discussion of student progress
September 2019	December 2019	On-going teacher progress monitoring (NWEA, LASW, Common Assessments) with administrative oversight.
10/11/2019	10/11/2019	Professional Development for Zearn, Instructional Framework, Vertical Teaming.
September 2019	December 2019	Review of unit lesson planning and unpacking for the inclusion of Next Generation Standards aligned with the Instructional
November 2019	November 2019	Grade level meeting topic Zearn.

<b>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.</b>	Student growth as reflected in Zearn, AIMSweb and NWEA student data results.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	June 2020	Year long topic for Grade level meetings K-5 focused on implementation of Zearn with monthly discussion of student progress
January 2020	June 2020	Quarterly data meetings by grade level by teacher
January 2020	June 2020	Lesson plan review for the inclusion of Next Generation Standards in teacher lessons
January 2020	January 2020	Professional development for Vertical Teaming and Instructional Framework. (After school offering)
January 2020	June 2020	Lesson plan review for the inclusion of Next Generation Standards in teacher lessons
February 2020	February 2020	Grade level meetings to unpack units of study for Math
4/1/2020	4/1/2020	Grade level meetings topic Instructional Framework.
February 2020	February 2020	Professional development for unpacking units of math (After school offering)
5/4/2020	5/4/2020	Professional development for K-2 Looking at Student Work - Math.
3/6/2020	3/6/2020	Professional development for Instructional Framework.

## Survey

<b><u>Survey</u></b>		
<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>	Adults working at this school treat all students respectfully.	
<b>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.</b>	As a result of the School Climate survey 66% of students in this school responded to this question favorably 36% did not respond favorably.	
<b>B1. SCEP Goal for Survey Question</b>	76% of students will respond favorably to this question at the end of the 2019 - 2020 school year.	
<b>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.</b>	The team identified the respectfully treatment of all students as an area of need. Adults need to consistently respond to student behavior in a manner that respects student dignity. Adults need to implement practices that contribute to building a more positive relationship between adults and students.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
July 2019	August 2019	Professional development for sound rituals and routines for all classrooms. (Summer PD Offering)
9/3/2019	9/3/2019	Introduction of rituals and routines that will help build adult/student relationships; review of teacher referral
September 2019	December 2019	Implementation of teacher selected rituals and routines that will help build adult/student relationships.
September 2019	December 2019	Principal focus in weekly bulletin on relationship building and restorative practice strategies.

September 2019	December 2019	Behavior intervention teacher to model lessons for grades 6-8 from the Second Step Curriculum.
September 2019	December 2019	Teacher weekly implementation of Peace Circles within their classrooms.
September 2019	September 2019	Grade level meeting topics 2nd Step Curriculum and Rituals and Routines.
October 2019	October 2019	Grade level meeting topic Restorative Practices.
November 2019	November 2019	Professional development of Implicit Bias - TAC-D. (After school Offering)
12/6/2019	12/6/2019	Professional development of Restorative Practices and 2nd Step Curriculum.
September 2019	December 2019	Monthly PEP rallies to recognize outstanding students (Recognize outstanding students for exhibiting the
<b>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.</b>		Teacher developed survey that focuses on establishing positive relationships with students.
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions</b>
January 2020	January 2020	Review of rituals and routines that will help build adult/student relationships.
January 2020	June 2020	Implementation of teacher selected rituals and routines that will help build adult/student relationships.
January 2020	June 2020	Principal focus in weekly bulletin on relationship building.
January 2020	June 2020	Behavior intervention teacher to model lessons for grades 6-8 from the Second Step Curriculum.
May 2020	May 2020	Grade level meetings topic Restorative Practices; review data from Peer Mediations.
January 2020	June 2020	Teacher weekly implementation of Peace Circles within their classrooms.
January 2020	June 2020	Monthly PEP rallies to recognize outstanding students (Recognize outstanding students for exhibiting the

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data:</b> Provide the most recently available information.	All Students- Number of Suspensions for 2017-18 SY - 175 suspensions
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	All Students- Reduction of 10% suspensions from the previous year.
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<b>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.</b>	The 2018-19 suspension data showed 7th and 8th grade reoccurring suspensions. There is a need for successful meditations for middle school students. High turnover of 7th and 8th grade teachers from year to year for each school year from 2017 to 2019.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b>	<b>D3. End Date: Identify</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological</b>
August 2019	August 2019	Establish School-level Behavioral Intervention Specialist to model and support 2nd Step Curriculum.
September 2019	September 2019	Professional Development for 2nd Step Curriculum. Introduce the role and responsibilities of School-level Behavioral Intervention
September 2019	September 2019	Review of suspension / behavior data from electronic referral system to identify students in needs of services.
September 2019	September 2019	Re-training sessions for student peer mediators.
September 2019	December 2019	School-level Behavioral Intervention Specialist conducts individual / small groups intervention sessions.
September 2019	December 2019	Use of electronic referrals for the collection and analyzation of data, by grade level, by student, by teacher, by month.
September 2019	December 2019	Monthly data review of behavior data results to adjust student intervention groups. (Behavioral Intervention Specialist and

<p><b>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.</b></p>	<p>A mid year reduction of behavioral incidents and a 10% reduction in suspensions as measured using 2018-19 data.</p>
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	June 2020	School-level Behavioral Intervention Specialist conducts individual / small groups intervention sessions.
January 2020	June 2020	Use of electronic referrals for the collection and analyzation of data, by grade level, by student, by teacher, by month.
January 2020	June 2020	Monthly data review of behavior data results to adjust student intervention groups. (Behavioral Intervention Specialist and
March 6, 2020	March 6, 2020	Staff professional development - 2nd Step - Review.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 29.4%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 19.4%	
<b>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.</b>	The school data shows that 234 students are chronically absent. Students in grades 4 and 5 have the most chronically absent students.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u></b>	<b><u>D3. End Date: Identify</u></b>	<b><u>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in</u></b>
September 2019	October 2020	Establishment School Attendance Team to meet on a weekly basis (Social worker, Home School Assistant, 7-8 Counselor, Parent Liaison, Administrator).
September 2019	September 2019	Review of teacher expectations for monitoring and documenting chronically absent students.
September 2019	September 2019	Establishment of individual student goals for students who are chronically absent.
September 2019	October 2020	Establishment of a school store for Douglass Dollars (Attendance incentive).
September 2019	December 2019	Teachers to make home phone calls for chronically absent students upon student absence and document in Attend Actions.
September 2019	December 2019	Weekly meetings of the School Attendance Team to discuss chronically absent students to determine root cause for absences and establish plans to reduce absences.
September 2019	December 2019	Monthly recognition of students with 95% and above attendance (Students to receive Douglass Dollars and certificate).



September 2019	December 2019	Monthly recognition of chronically absent students who met attendance goals.
December 2019	December 2019	Grade level meetings to review student attendance data.
<b>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.</b>		An improvement in overall attendance. A decrease in the number of chronically absent students.
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking</b>
January 2020	June 2020	Teachers to make home phone calls for chronically absent students upon student absence and document in Attend Actions.
January 2020	June 2020	Weekly meetings of the School Attendance Team to discuss chronically absent students to determine root cause for absences and establish plans to reduce absences.
January 2020	June 2020	Monthly recognition of students with 95% and above attendance (Students to receive Douglass Dollars and certificate).
January 2020	June 2020	Monthly recognition of chronically absent students who met attendance goals.
June 2020	June 2020	Provide student recognition for students who have the most improved attendance.
March 2020	March 2020	Grade level meetings to review student attendance data.
June 2020	June 2020	Grade level meetings to review student attendance data.