

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School 17 - Enrico Fermi

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Caterina Leone Mannino	Title	Principal
Phone	(585) 436-2560	Email	Caterina.Leone-
Website for Published Plan	www.rcsdk12.org/17		

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
Caterina Leone Mannino	Principal		5/21/19
Hezir Aguero	Special Education Teacher		5/20/19
Elaine Martinez	Bilingual Teacher, RTA Representative		5/21/19
Audrey Sowell	General Education Teacher		5/21/19
William Schumacher	General Education Teacher		5/21/19
Kyle Skovira	English Teacher		5/20/19
Kyra Bradley	English as a New Language Teacher		20 May 2019
Karen Black Slattery	Teacher Assistant		5/22/2019
Nancy Coddington	Assistant Principal		5/21/19
William Cronmiller	Assistant Principal		5/20/19
Debbi Jackett	RTA Representative, Special Education Teacher		5/23/19
Elizabeth Meeker	CCSI, Community School Lead Agency Rep		5/22/19
Scott Benjamin	Community Engagement Team, Convener		5/21/19
Derek Kelly	RTA Representative, Science Teacher		5/21/19
Christina Santiago Villalobos	Parent Representative		5/20/19
Erica Evans	Parent Representative		5-23-19
Jeylene Vazquez	Parent Representative		5/20/19
Anwar Johnson	Parent Representative		5-20-19
Bailey Morse	CCSI, Lead Agency, Community School Site Coordinator		20 May 2019
Jessica Ellis	Special Education Teacher		5/20/19

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 internet, distribution through the media, and distribution through public agencies.
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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Strategy the school will implement:</td> <td style="width: 50%; text-align: center;">Professional Learning Communities (PLCs)</td> </tr> </table>	Strategy the school will implement:	Professional Learning Communities (PLCs)
Strategy the school will implement:	Professional Learning Communities (PLCs)		

	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.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Strategy the school will implement:</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; text-align: center;">Clearinghouse</td> <td style="width: 50%;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse	
Strategy the school will implement:					
Clearinghouse					

Rating from Clearinghouse	
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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 submitted separately with the SCEP)	

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>	
<u>Restorative Practices / Interconnected Systems Framework to incorporate SEL, PBIS, Mental Health and Trauma Informed Practice</u>	
Middle School Flexible Scheduling	
Early Warning Intervention & Monitoring System	

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
Caterina Leone Mannino	Principal
Hezir Aguero	Special Education Teacher
Elainne Martinez	Bilingual Teacher, RTA Representative
Audrey Sowell	General Education Teacher
Kyle Skovira	English Teacher
Kyra Bradley	English as a New Language Teacher
Karen Black Slattery	Teacher Assistant
Nancy Coddington	Assistant Principal
William Cronmiller	Assistant Principal
Debbi Jackett	RTA Representative, Special Education Teacher
Elizabeth Meeker	CCSI, Community School Lead Agency Rep
Scott Benjamin	Community Engagement Team, Convener
Derek Kelly	RTA Representative, Science Teacher
Anwar Johnson	PTO Vice President
Bailey Morse	CCSI, Lead Agency, Community School Site Coordinator
Elizabeth Meeker	CCSI, Project Lead

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: Ideas discussed but not pursued (up to 2)
reviewing multiple sources of feedback to identify needs and	April 22, 2019 - Superintendent's Conference Day	See attached	
Determining priorities and goals based on the needs identified	May 6-9, 2019 -- Grade Level Team Meeting	See attached minutes	
Identifying an evidence-based intervention	April 10-12, 2019 -- DTSDE Review; May 13-17, 2019 -- Grade Level Team Meeting; May 14, 2019 SBPT Meeting	see attached	
Scheduling activities to occur during the year to reach these	PTO Leadership Meeting; May 14, 2019 -- PTO Meeting	see attached	

Identifying a plan to communicate the priorities to different stakeholders	May 14, 2019 -- SBPT Meeting; May 17, 2019 - SBPT Meeting; May 21, 2019 -- SBPT	see attached	
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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 each identified subgroup	
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-45.4 SWD- 20.9 ELL- 44.9
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			All Students-52.1 SWD- 31.2 ELL- 49.1 Black or African-American- 52
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.			While School 17 met the lower Measures of Interim Progress (MIP) goals for all subgroups in the area of English Language Arts, there continues to be an uneven alignment of instructional rigor and expectations. Student work demonstrates varied levels of quality due to teacher expectations. Lessons and projects are not always designed to lead to deep learning. There is a deep focus on product over process with minimal differentiation. Many lessons are teacher driven, with students carrying minimal cognitive load and responsibility. Feedback and lesson adjustment is minimally observed.
<u>D1. Action Plan - August 2019 through January 2020</u>			
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 Improve 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.	
August 2019	September 2019	Instructional Leadership Team, with teacher input, will develop an Instructional Guidebook that will establish common protocols for grade level PLC meetings including Looking at Student Work, Data Analysis, and Standards In Practice Consultancy protocols.	
August 2019	September 2019	All teachers will participate in a summer retreat focused on unpacking NYS Standards and identifying priorities for what all students should know and be able to do, defining student excellence, steps needs to support students who have not reached excellence, strategies for embedded monitoring of student progress	
August 2019	September 2019	All teachers will create a "year at a glance" pacing chart which integrates ELA and Project Based Learning, with specific focus on language acquisition strategies & literacy skills.	
August 2019	September 2019	All teachers will identify writing products in each genre for inclusion in grade level portfolios. Products will be assessed using the Lucy Calkins Writing Rubrics. Writing tasks will be embedded into quarterly Integrated Literacy & PBL curriculum maps.	
August 2019	September 2019	Instructional Leadership Team will develop a professional learning plan that identifies monthly formative assessment strategies for embedded use. SBPT will review PD plan for approval and monitor offerings	

August 2019	September 2019	Instructional Leadership Team will develop an Instructional Guidebook that identifies best practices and resources, including student centered instructional approaches, to be used in all classes to foster student independence and focus on student engagement.
September 2019	January 2020	All teachers will participate in grade level planning PLCs with team leaders twice per week. Agenda will include data review for attendance, behavior and course achievement, instructional strategy focus, formative assessment and looking at student work.
September 2019	October 2019	All teachers will incorporate the lessons from Responsive Classroom, The First Six Weeks, to establish consistent expectations in all classroom and maximize instructional time. Teacher practice walkthroughs will be conducted on a weekly cycle to monitor implementation fidelity.
September 2019	January 2020	Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on student centered instructional strategies and embedded formative assessment practices, aligned to the monthly
September 2019	January 2020	All teachers will create and send quarterly course syllabi to all parents.
September 2019	January 2020	growth and progress toward learning goals identified in quarterly syllabus. Interim report formats will be
September 2019	November 2019	socio-emotional learning, and communication.
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.		By January 2020, at least 50% of students will achieve high growth goals in the NWEA Reading assessment mid year benchmark assessment. In addition, at least 50% of students will demonstrate grade level proficiency in performance based writing tasks as measured by grade level standards.

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
Jan 2020	June 2020	include data review for attendance, behavior and course achievement, instructional strategy focus,
Jan 2020	June 2020	centered instructional strategies and embedded formative assessment practices, aligned to the monthly
Jan 2020	June 2020	All teachers will create and send quarterly course syllabi to all parents.
Jan 2020	June 2020	growth and progress toward learning goals identified in quarterly syllabus. Interim report formats will be

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-27 SWD- 5.2 ELL- 23.6 Black or African-American- 22.9	
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-40.6 SWD- 31 ELL- 39.2 Black or African-American- 38.1	
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.	While School 17 was identified for Black, ELL and SWD subgroup underperformance for Mathematics, subgroups that were not cited only minimally met the Measures of Interim Progress (MIP). Math instruction continues to be an area of need. There is a strong need to strengthen Tier 1 Instruction for mathematics in all grades for all subgroups. Math classrooms lack high rigor instruction with minimal differentiation. Teachers tend to be caught up in the "warm up" area of the lesson and teacher modeling of the application problem. This takes up too much time and there is little focus on the concept development. In addition, teachers are not familiar with the module overviews which highlight the key mathematical concepts. Much student work time is spent focused on completing worksheets and exit tickets. Extra adults in the classroom often focus on individual students or small groups without targeted focus. Problems are often reduced to	
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.
August 2019	September 2019	Instructional Leadership Team will develop an Instructional Guidebook that will establish common protocols for grade level PLC meetings including Looking at Student Work, Data Analysis, and Standards In Practice Consultancy protocols.
August 2019	September 2019	All teachers will participate in a summer retreat focused on unpacking NYS Standards and identifying priorities for what all students should know and be able to do, defining student excellence, steps needs to support students who have not reached excellence, strategies for embedded monitoring of student progress through formal and informal assessments.
August 2019	September 2019	All teachers will review "year at a glance" pacing chart for K-8 mathematics. Team leaders will create a long range plan for unpacking of modules during GLT, with specific focus on strategies presented in Zearn curriculum study for K-5.
August 2019	January 2020	During the Summer all teachers will develop hands on anchor experiences for each module in NYS module. In addition, performance based math tasks will be reviewed and rubrics developed for inclusion in math portfolios.
August 2019	September 2019	Instructional Leadership Team will develop a professional learning plan that identifies monthly formative assessment strategies for embedded use. SBPT will review PD plan for approval and monitor offerings monthly.

August 2019	September 2019	Instructional Leadership Team will develop an Instructional Guidebook that identifies best practices and resources, including student centered instructional approaches, to be used in all classes to foster student independence and focus on student engagement.
September 2019	January 2020	All teachers will participate in grade level planning PLCs with team leaders twice per week. Agenda will include data review for attendance, behavior and course achievement, instructional strategy focus, formative assessment and looking at student work.
September 2019	January 2020	All teachers will incorporate Next Generation Mathematical Practices in all classrooms to encourage deep learning and application of mathematical concepts. Teacher practice walkthroughs will be conducted on a weekly cycle to monitor implementation fidelity.
September 2019	January 2020	Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on student centered instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
September 2019	June 2020	All teachers will create and send quarterly course syllabi to all parents.
September 2019	June 2020	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.
September 2019	November 2019	emotional learning, and communication.
<p>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.</p>		
		By January 2020, at least 50% of students will achieve high growth goals in the NWEA Math assessment mid year benchmark assessment. In addition, at least 50% of students will demonstrate grade level proficiency in performance based math tasks as measured by grade level standards.
<p>F1. Action Plan - January 2020 through June 2020</p>		
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
January 2020	June 2020	Performance based math tasks will be reviewed and rubrics developed for inclusion in math portfolios.
January 2020	June 2020	All teachers will participate in grade level planning PLCs with team leaders twice per week. Agenda will include data review for attendance, behavior and course achievement, instructional strategy focus, formative assessment and looking at student work.
January 2020	June 2020	All teachers will incorporate Next Generation Mathematical Practices in all classrooms to encourage deep learning and application of mathematical concepts. Teacher practice walkthroughs will be conducted on a weekly cycle to monitor implementation fidelity.
January 2020	June 2020	Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on student centered instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
January 2020	June 2020	All teachers will create and send quarterly course syllabi to all parents.
January 2020	June 2020	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	Student Survey: Students respect one another.	
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.	Only 39% of students indicated that they agree or strongly agree with the statement "Students respect one another." (Spring 2019 Survey)	
B1. SCEP Goal for Survey Question	By the start of the 2019-20 SY, school leaders and SEL support partners will communicate and ensure consistent behavior expectations and responsive classrooms are consistently adhered to school wide (PreK-8th grade). By June 2020, 50% of students will indicate that they agree or strongly agree with	
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.	Student Survey data from Spring 2019 indicates a need to strengthen student to student relationships, as 61% of students disagree or strongly disagree with the statement: "Students respect one another." School 17 must focus on strengthening the Tier1 system for socio-emotional supports for all students to ensure strong, personalized relationships are developed through implementation fidelity of Responsive Classroom, ATOMS framework, and Restorative Practices. There must be a school-wide approach (PreK-8th grade). The lack of common expectations among grade levels for student behavior leads to fragmentation and negative feelings among staff. Student behavior is inconsistent towards one another due to varying adult expectations.	
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.
August 2019	September 2019	School leaders will create a year-long PD plan to focus on the school-wide SEL system.
August 2019	September 2019	School leaders and SEL providers will create a school wide SEL support guide that aligns PBIS, Responsive Classroom, Restorative Practice, Trauma Informed Care, and Mindfulness utilizing the national PBIS Interconnected Systems Framework.
August 2019	September 2019	School leaders, including the community school site coordinator, will create an aligned system of Grade Level Teams, Student Support Team and Family Support Team.
August 2019	September 2019	School leaders will utilize the Tiered Fidelity Inventory to create an action plan for alignment of PBIS and other SEL supports.
September 2019	October 2019	All classrooms will implement the Responsive Classroom First Six Weeks Curriculum & daily Morning
September 2019	January 2020	All middle school classrooms will utilize the Responsive Classroom Advisory Curriculum as part of the daily schedule within advisory teams.

September 2019	January 2020	ATOMS/ ROC Restorative Team will identify monthly team building activities to promote connections and positive relationships among students.
September 2019	January 2020	Grade level PLCs will review behavioral data weekly, referring students who exhibit high level of behavioral needs to the Student Support Team for additional Tier III interventions.
September 2019	January 2020	SEL needs in the classroom.
September 2019	January 2020	tool for data entry across systems. Data will be reviewed weekly by admin team, instructional
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.		
		Mid year mini- survey focused on student perception of climate will demonstrate increase in the amount of students who agree or strongly agree with the statement: students respect each other. In addition, monthly feedback sessions from students will be utilized to monitor and problem solve, as well as design monthly team building activities.
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
January 2020	June 2020	daily schedule within advisory teams.
January 2020	June 2020	and positive relationships among students.
January 2020	June 2020	behavioral needs to the Student Support Team for additional Tier III interventions.
January 2020	June 2020	SEL needs in the classroom.
January 2020	June 2020	All school leaders, classroom teachers, and SEL providers will utilize the case management tracking tool for data entry across systems. Data will be reviewed weekly by admin team, instructional leadership team, SEL leadership team, and grade level PLCs.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.			All Students-.73 SWD- .8 ELL- .73 Black or African-American- NA
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)			All Students-1.00 SWD- 1.00 ELL- 1.00 Black or African-American- NA
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.			School 17 enrolled an influx of students from Puerto Rico following Hurricane Maria (post September 2017); many of these students had interruptions in their formal schooling due to the impact of this natural disaster. In addition, many of the grade level expectations from students who transitioned from Puerto Rico were misaligned to NYS expectations, approximately 1.5-2 years lower in grade level equivalency. Due to instabilities of these transitions in living, many ELL students, the majority of whom are from Puerto Rico, have had a high percentage of chronic absenteeism (50.9% are chronically absent). Many families have been travelling back and forth to the island as they are able, resulting in lower and inconsistent attendance patterns. It seems as if many long term ELLs are plateauing in the level of expanding; the transition to commanding is minimal. This is particularly evident in students with disabilities. It is very difficult to determine whether this is due to language acquisition or literacy development.
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.	
August 2019	September 2019	Instructional Leadership Team will develop an Instructional Guidebook that will establish common protocols for grade level PLC meetings including Looking at Student Work, Data Analysis, and Standards In Practice Consultancy protocols. A regular meeting of vertical ENL teachers will be scheduled bi-weekly.	
August 2019	September 2019	All teachers will participate in a summer retreat focused on unpacking NYS Standards and identifying priorities for what all students should know and be able to do, defining student excellence, steps needs to support students who have not reached excellence, strategies for embedded monitoring of student progress through formal and informal assessments. ENL teachers will focus on linking the NYS language progressions to the NYS standards as a means of providing differentiated support for ELLs.	
August 2019	September 2019	All teachers will create a "year at a glance" pacing chart which integrates ELA and Project Based Learning, with specific focus on language acquisition strategies & literacy skills. ENL language progressions will be incorporated into these pacing charts with differentiation for each language proficiency level.	
August 2019	September 2019	All ENL teachers will utilize the strategies within the NYS Teachers' Guide to implement Bilingual Common Core Progressions, including: differentiating linguistic scaffolds, determining specific scaffolds that target the content area demands, develop formative assessments according to levels, develop specific language objectives and differentiate instruction based on language programs and settings.	

August 2019	September 2019	Instructional Leadership Team will develop a professional learning plan that identifies monthly formative assessment strategies for embedded use. In addition a collegial circle will be formed to focus on the NYS Bilingual Common Core Initiative implementation by all ENL and SSL teachers. SBPT will review PD plan for approval and monitor offerings monthly.
August 2019	September 2019	Instructional Leadership Team will develop an Instructional Guidebook that identifies best practices and resources, including student centered instructional approaches, to be used in all classes to foster student independence and focus on student engagement. Additional for best practices for ELL students will be developed by ENL teachers for use by classroom teachers when ENL supports are not in place.
September 2019	January 2020	All teachers will participate in grade level planning PLCs with team leaders twice per week. Agenda will include data review for attendance, behavior and course achievement, instructional strategy focus, formative assessment and looking at student work.
September 2019	January 2020	Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on student centered instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan. Special focus on ELL differentiation during coteachind and pull-out.
September 2019	January 2020	All teachers will create and send quarterly course syllabi to all parents.
September 2019	January 2020	progress toward learning goals identified in quarterly syllabus. Interim report formats will be developed by grade level teams
September 2019	November 2019	learning, and communication.

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.	By January 2020, at least 50% of students will achieve high growth goals in the NWEA Reading assessment mid year benchmark assessment. 80% of observed lessons from instructional walkthroughs incorporate strategies for differentiating ELL support; Student portfolios will demonstrate individualized student growth across language progressions across language domains.
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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 in the
January 2020	June 2020	attendance, behavior and course achievement, instructional strategy focus, formative assessment and looking at student work.
January 2020	June 2020	strategies and embedded formative assessment practices, aligned to the monthly professional learning plan. Special focus on
January 2020	June 2020	All teachers will create and send quarterly course syllabi to all parents.
January 2020	June 2020	progress toward learning goals identified in quarterly syllabus. Interim report formats will be developed by grade level teams

Chronic Absenteeism or School-Selected Indicator		
A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 39.9% SWD- 48% ELL- 50.9% Black or African-American- 34.5%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 39.2% SWD- 47.9% *This is the SCHOOL MIP GOAL FOR 2020-21 ELL- 44% Black or African-American- 33.6% *This is the SCHOOL MIP GOAL FOR 2020-21	
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.	School 17 has seen a decrease in the percentage of students who are considered chronically absent during the 18-19 SY. Year to date data indicates that 37.2% of students are chronically absent. There will be a 5% decrease in the number of students who are considered chronically absent and a 10% reduction in the number of days students are absent.	
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.
August 2019	September 2019	School leaders will conduct targeted home visits following the Parent Teacher Home Visit protocol to students who were chronically absent during the 18-19 SY. During the visit, leaders will collaboratively develop a cross functional approach to
September 2019	October 2019	Teachers will discuss the importance of attendance during the parent teacher conference with every parent.
September 2019	January 2020	Grade level teams will review attendance data as part of the weekly grade level team data meeting.
September 2019	January 2020	Students will good and improved attendance will be recognized monthly during school wide morning meeting.
September 2019	January 2020	Attendance data will be posted in each classroom and monitored at the homeroom level by all teachers and students daily.
September 2019	January 2020	Personalized outreach will be conducted on a daily basis for absent students utilizing attendance champion protocol.
September 2019	January 2020	Mentors will be assigned to students who are chronically absent to facilitate community school coordinated case management.
September 2019	January 2020	An interagency team, with representation from Monroe County DHS will meet bi-monthly to review chronically absent student and provide interagency supports and outreach
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.		

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 in
January 2020	June 2020	Grade level teams will review attendance data as part of the weekly grade level team data meeting.
January 2020	June 2020	Students with good and improved attendance will be recognized monthly during school wide morning meeting.
January 2020	June 2020	Attendance data will be posted in each classroom and monitored at the homeroom level by all teachers and students daily.
January 2020	June 2020	Personalized outreach will be conducted on a daily basis for absent students utilizing attendance champion protocol.
January 2020	June 2020	management.
January 2020	June 2020	student and provide interagency supports and outreach