

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Nathaniel Rochester Community School No. 03

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Pamela D. Rutland	Title	Principal
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Website for Published Plan	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.

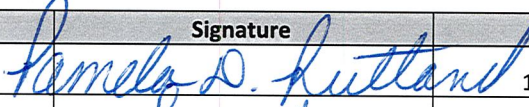





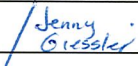


Implementation is required no later than the first day of regular student attendance.

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
Pamela D. Rutland	Principal		17-May-19
Laiqa Munawar	Teacher		17-May-19
Kimberly Brown	Teacher		17-May-19
Toni Borkowski	Teacher		17-May-19
Andrew Gardner	Teacher		17-May-19
Kristine Schultz	Teacher		17-May-19
Melanie Mros / 	Community Partner - G2		17-May-19
Elyette Clyburn	Community Schools Coordinator - Center For Youth		17-May-19

Vici Patenella	Intervention Teacher - STEM Coach	<i>Vici Patenella</i>	17-May-19
Tina Rodger	Instructional Coach	<i>Tina Rodger</i>	17-May-19
Michele Domina	Teacher	<i>M Domina</i>	17-May-19
Laura Thompson	Teacher	<i>Laura Thompson</i>	17-May-19
Christine Eldridge	SSO	<i>Christine Eldridge</i>	17-May-19
Stephanie Moore	Assistant Principal	<i>Stephanie Moore</i>	17-May-19
Bryant Taylor	Parent		17-May-19
Roberta Gause	Parent	<i>Roberta Gause</i>	17-May-19
Cynthia Woods	Parent	<i>Cynthia Woods</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 internet, distribution through the media, and

- 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 (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.	
	Strategy the school will implement:
Clearinghouse	
	Rating from Clearinghouse

	School-Identified
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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.

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)

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.

Restorative Practices / PBIS - SOAR, incorporating social and emotional support systems which include interventions that range from individual and group counseling to
TCIS - Therapeutic Crisis Intervention for Schools

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	
Melanie Mros	Community Partner - G2	
Elyette Clyburn	Community Schools Coordinator - Center For Youth	
Pamela D. Rutland	Principal	
Laiqa Munawar	Teacher	
Kimberly Brown	Teacher	
Toni Borkowski	Teacher	
Andrew Gardner	Teacher	
Kristine Schultz	Teacher	
Cynthia Woods	Parent	
Ashley Williams	In School Suspension Teacher Assistant	
Vici Patenella	Intervention Teacher - STEM Coach	
Tina Rodger	Instructional Coach	
Michele Domina	Teacher	
Laura Thompson	Teacher	
Christine Eldridge	School Safety Officer	
Roberta Gause	Parent	
Gretchen Schwarzmuller	ESOL K-8	
Jenna Ricigliano	Expanded Learning Coordinator	
Stephanie Moore	Assistant Principal	
Stephanie Timm	ESOL K-8	
Evana Harvey	Parent Liaison	
Jonathan Woods	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: ideas discussed but not pursued (up to 2)
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<p>Reviewing multiple sources of feedback to identify needs and root causes.</p>	<p>4/17/19, 4/26/19, 4/30/19, 5/2/19, 5/14/19</p>	<p>4/17: PR, EC, MM, SM Community Engagement Team 4/26:PR, LM, KB, TB, AG, KS, AW, VP, TR, MD, TL, CE 4/30: MD, PR, KS, MH, CE, TB 5/14: TB, KB, SM, KSJL, PR, TR, CE</p>	<p>The Community Engagement Team felt strongly about identifying a space for parents - Parent Room with resource library large enough for conferences. We will follow through on this recommendation but did not find a space to specifically include it as an action step. The Cornhill Neighborhood Association, part of our CET has awarded NRCS 03 \$3,000 for this initiative.</p>
<p>Determining priorities and goals based on the needs identified.</p>	<p>4/17/19, 5/2/19, 5/7/19, 5/14/19</p>	<p>4/17: PR, EC, MM, Community Engagement Team 5/2: KS, MD, CW, VP, KB, CE, LM, TB, MM, EC 5/7: KS, MD, CE, KB, TB, TR, CW, SM, AW, LM, AG</p>	<p>Our initial survey goal was developed from the analysis of the parent and student surveys was taken from the parent survey. We instead identified an area of improvement based on the data in the student survey because only two parents completed the survey. We will work to administer the parent survey shortly after the start of the school year.</p>
<p>Identifying an evidence-based intervention.</p>	<p>4-26-19, 5/15/19</p>	<p>4/26:PR, LM, KB, TB, AG, KS, AW, VP, TR, MD, LT, CE,SM 5/15/19: PR, ST, GS</p>	<p>We hesitated when we saw the intervention, Restorative Justice, specifically listed as a high school intervention, but were reassured that the RCSD has adopted Restorative Practices and NRCS No. 03 is currently implementing Restorative Practices with District support, that it was the correct intervention to make the gains and improvements needed to reset the school climate and culture. This intervention is also aligned with our survey goal to ensure that all students feel safe at school.</p>
<p>Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified.</p>	<p>5/14/19, 5/15/19, 5/16/19</p>	<p>5/14: TB, KB, SM, KSJL, PR, TR, CE 5/15/19: PR, ST, GS, LT, LM, KB, TB, VP</p>	
<p>Identifying a plan to communicate the priorities to different stakeholders.</p>	<p>4/17/19, 4/26/19, 5/14/19, 5/15/19, 5/17/19</p>	<p>4/17: PR, EC, MM, Community Engagement Team 5/14: TB, KB, SM, KSJL, PR, TR, CE 5/15: PR, ST, GS, LT, LM, KB, TB, VP 5/16:Community Engagement Team, EC, MM, SM, AK 5/16/19 VP, LM, KB, CE, LT, RG, TB, SM</p>	<p>Identify a member of the SBPT to sit on the SWCC team</p>

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.	There is an excellent representation and balance of teachers responsible for teaching each identified subgroup on the SBPT. Instructional coaches were included in the planning, data analysis and writing to ensure that there was alignment between the data, goals, curriculum, instruction and action steps included in the SCEP development.
Parents with children from each identified subgroup.	Parents are invested in the outcomes reflected in the goals. In addition they are committed to helping NRCS No. 03 improve the percentage of parents engaged in school improvement efforts. The identification of a Parent Room, the redesign of SOAR as our PBIS model and the inclusion of parents in our K-6 implementation of our Be a Writer program are all reflective of the voice of parents and community.
Secondary Schools: Students from each identified subgroup	Not Applicable

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			All Students - ELA Index: 45.1 SWD - ELA Index: 13.2 ELL- ELA Index: 41.7
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			All Students - ELA Index: 55.9 SWD - ELA Index: 36.5 ELL- ELA Index: 46.5 Black or African-American - ELA Index: 56
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 evidence from our most recent DTSDE reviews (April 22-24, 2019 & February 22, 2018), walkthrough and observation data, it is determined that there is an inconsistent implementation of ELA curriculum and 'Good First Teaching' (Tier 1) in most ELA classrooms at NRCS #3. There is a strong need to create multi-tiered levels of support to ensure best practices, research-based strategies, and data-driven decisions in order to guide instructional planning. Evidence shows that there is minimal evidence of consistent teaching K-2 Skills Strand, K-6 Readers and Writers workshop (including guided reading), and differentiation during 7-8 whole and small group instruction to support the students at different learning levels.
<u>D1. Action Plan - August 2019 through January 2020</u>			
<u>D2. Start Date:</u>	<u>D3. End Date:</u>	<u>Identify</u>	<u>D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in</u>
August 2019	August 2019		Three day Summer retreat/Jump Start: focus - improve consistency, communication and clear instructional focus/expectations to NRCS staff and faculty. The review ELA curriculum, non-negotiables; connect teachers to coaching support as an instructional resource to ensure standards based instruction and planning from day one.
August 2019	August 2019		Survey teachers to assess knowledge of and ability to plan and teach with success and anticipate challenges - Be a Writer, Skills Strand, Readers and Writers workshop, guided reading, small group instruction. The results will be used to monitor the level of professional development/coaching support needed to effectively implement these programs.
September 2019	September 2019		Instructional walkthrough calendar will be disseminated to track/gauge curriculum pacing and consistency (collaboratively planned with Instructional Leadership Team). The walkthrough tool used to collect the evidence will be the RCSD approved and supported tool in order to send timely, actionable feedback to teachers immediately.
October 2019	January 2020		Weekly administrative Walkthroughs in classrooms to track/ gauge ELA curriculum pacing and consistency within each grade level in conjunction with pacing guides. This information will be shared in Leadership team meetings to determine individual teacher's level of support needs. Teachers will receive, timely, actionable feedback immediately with specific suggestions for continued growth. This information will also be included in the school's weekly bulletin.
October 2019	January 2020		Teachers/teams will receive coaching support through goal focused 6-week cycle work. During each six week cycle, coaches will co-plan, co-teach and model lessons based on district approved curriculum. Coaches and teachers will also analyze data to drive instruction and differentiate the support provided to students based on their individual needs.

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.	A snapshot over time of the movement in instruction, the effective use of formative assessments (benchmark, CFAs, mockNYS), and the data collected from the use of the administrative Walkthrough tool, will be used in order to show evidence that 80% of teachers in grades K-8 are in deed utilizing ELA curriculum, pacing and instructional practices to fidelity. A data dive into Winter NWEA and other formative assessments, will provide evidence that 85% of our student met their growth targets.	

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 envisions taking in the
January 2020	February 2020	All teachers will analyze winter ELA NWEA data and plan for their students' individual needs to improve student achivement based on the data identified, shifting rescources (instructional staff support, walkthrough focus, and professional development) as needed.
January 2020	February 2020	Leadership team will revisit professional learning calendar to ensure that appropriate PL is designed and scheduled based on mid-year ELA benchmark results.
January 2020	June 2020	Instructional coaching support will be offered to teachers/teams through continued goal focused cycle work. This focus and effectiveness will be monitored and evaluated weekly and supports adjusted as needed.
January 2020	June 2020	The agenda and work in Grade-level PLC meetings and vertical team PLC meetings will be set to gaps identified by the ELA data.
January 2020	June 2020	Weekly instructional leadership team meetings will review math walk-through/observation data and identify and address individual teacher needs as it realtes to ELA curriculum and instruction.
January 2020	June 2020	Weekly administrative Walkthroughs in classrooms will track/ gauge ELA curriculum pacing and consistency within each grade level in conjunction with pacing guides. This information will be shared in Leadership team meetings to determine individual teacher's level of support needs. Teachers will recieve, timely, actionable feedback immediately with specific suggestions for continued growth. This information will also be included in the school's weekly bulletin.
January 2020	June 2020	Teachers/ PLC teams will recieve coaching support through goal focused 6-week cycle work. During each six week cycle, coaches will co-plan, co-teach and model lessons based on district approved curriculum. Coaches and teachers will also analyze data to drive instruction and differentiate the support provided to students based on their individual needs.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students - Math Index: 38.8 SWD - Math Index: 9.1 ELL- Math Index: 52.8	
B1. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students - Math Index: 54.9 SWD - Math Index: 32.1 ELL- Math Index: 61.9 Black or African-American - Math Index: 52.1	
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.	Based on evidence from our most recent DTSDE reviews (April 22-24, 2019 & February 22, 2018), walkthrough and observation data, Classroom teachers need additional support and professional development to improve tier 1 mathematics instruction. There is little evidence of the use of multiple instructional strategies, higher-ordered questions, engaging activities, differentiation, problem solving, and rigorous tasks. Teacher's have limited knowledge of the grade level standards and skills and inconsistent knowledge of the standards for next grade level or prior grade level.	
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 chronological order, between
June 2019	June 2019	Communication to all classroom staff the mathematics curriculum/ instructional non-negotiables for the school year and including connecting teachers to coaching supports.
August 2019	August 2019	All instructional staff will participate in the Summer Retreat/Jump Start which will visit the CC math standards, identifying priority and focus standards. Allow time to view alignment and strategies for providing success for ALL students in mathematics.
August 2019	August 2019	instruction, Standards - on grade level and above/below standards. The results will be used to develop, schedule and monitor the professional development/ coaching support needed to effectively implement these programs.
September 2019	September 2019	Establish vertical math PLCs to improve the coherence of designing and delivering standards based instruction, alignment, identifying gaps and ensuring rigorous high expectations for what students need to know and be able to do in order to establish mastery. Ensuring that classroom assessments accurately measure what standards are being taught.
September 2019	September 2019	Create administrative walkthrough tool to track/gauge curriculum pacing and consistency (collaboratively created with Leadership Team).
October 2019	January 2020	Weekly administrative Walkthroughs in classrooms to track/ gauge Mathematics curriculum pacing and consistency within each grade level in conjunction with pacing guides. This information will be shared in Leadership team meetings to determine individual teacher's level of support needs. Teachers will receive, timely, actionable feedback immediately with specific suggestions for continued growth. This information will also be
October 2019	January 2020	Teachers/teams will receive coaching support through goal focused 6-week cycle work. During each six week cycle, coaches will co-plan, co-teach and model lessons based on district approved curriculum. Coaches and teachers will also analyze data to drive instruction and differentiate the support provided to students based on their individual needs.

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.	a) The Administrative team, through use of the Walkthrough tool, should identify that atleast 80% of teachers K-8 are utilizing curriculum, within reasonable pacing and implementing instructional practices to increase engagement, differentiation, and questioning to fidelity. b) Data dive into Winter NWEA (and/or mock NYS assessment and common formative assessments) as mid-year check to measure that students are in deed mastering the mathematics standards needed to be successful for each grade level.
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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 second half of the
January 2020	February 2020	Analyze winter NWEA data, align walkthrough focus and support to improve student achivement based on data, shifting resources as needed.
January 2020	February 2020	Leadership team will revisit professional learning calendar to ensure that appropriate PL is applied based on mid-year benchmark results
January 2020	June 2020	Coaching support through goal focused cycle work
January 2020	June 2020	Grade-level PLCs and vertical PLC team meetings adjusted to meet needs if gaps exist
January 2020	May 2020	Weekly leadership team meetings to review math walk-through/observation data and identify and address individual teacher needs
May 2020	June 2020	Monitor teaching of post standards to ensure students are being prepared to be successful entering the next math level
January 2020	June 2020	Weekly administrative Walkthroughs in classrooms to track/ gauge Mathematics curriculum pacing and consistency within each grade level in conjunction with pacing guides. This information will be shared in Leadership team meetings to determine individual teacher's level of support needs. Teachers will recieve, timely, actionable feedback immediately with specific suggestions for continued growth. This information will also be included in the school's weekly bulletin.
January 2020	June 2020	Teachers/ PLC teams will recieve coaching support through goal focused 6-week cycle work. During each six week cycle, coaches will co-plan, co-teach and model lessons based on district approved curriculum. Coaches and teachers will also analyze data to drive instruction and differentiate the support provided to students based on their individual needs.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			The survey question that NRCS No. 03 is looking to improve its' results in, is from the Student Survey. The survey question was 'I feel safe at this School'.
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.			Twenty-six students of the 491 enrolled completed the student survey. Only 46% of students indicated that they agree or strongly agree. (Spring 2019 Survey)
B1. SCEP Goal for Survey Question			By the start of the 2019- 2020 school year, school leaders, the PBIS/SOAR Team and community partners that support SEL, will improve communication, planning and alignment of resources to ensure consistent behavior expectations and responsive classrooms are consistently adhered to school wide (pre-K through grade 8). By June of 2020 year, 60% of students when surveyed, will indicate that they strongly agree or agree with the statement: 'I feel safe at this school'.
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.			Spring 2019 data from the student survey indicates the need to address relationships between adults and students as well as relationships between students. 54% of students disagree or strongly disagree with the statement, 'I feel safe at school'. NRCS No. 03 must improve the tier 1 support for SEL for all students ensuring that trusting, personalized, supportive relationships are created through the implementation of Restorative Practices and the utilization of TCIS. There is a need to establish a school-wide system (pre-K through grade 8). The inconsistency in the approach to student management, expectations and response to misbehavior leads to fragmented and negative feelings among staff/faculty. Student behavior and response to redirection is inconsistent towards one another as a result of the lack of clear consistent adult expectations.
<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 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	August 2019	Restorative Practices Team will meet and develop user friendly implementation materials for use during the first month of the 2019-2020 school year within classrooms to ensure a consistent and timely implementation from the onset of the school year.	
July 2019	August 2019	School Leaders, in collaboration with the Community Site Coordinator, Restorative Practices Team, PBIS team and Building committee will create a school wide SEL support guide that will align the work across the building to implement PBIS, Restorative Practices and TCIS with fidelity.	
July 2019	August 2019	Create houses within the school community to ensure that each child is known and connected with a trusted staff member.	
July 2019	October 2019	Develop and administer a Student Survey - (Formative Assessment)	
July 2019	November 2019	Faculty, staff and administration will attend 3 day TCIS training earning certification.	

July 2019	August 2019	Restorative Practices PLC Team will meet and develop user freindly implementation materials for use during the first month of school in classrooms to ensure consistency and timely implementation from the start of school.
August 2019	December 2019	School-wide training in TCIS - Theraputic Crisis Intervention for Schools. Faculty, staff and administration to attend 3 days of TCIS training.
September 2019	December 2019	Morning Meeting across whole school for social development and Character Counts Implementation from 7:30am to 7:45am.
September 2019	October 2019	Administration, Faculty, Staff and Parents will work together to establish clear rituals and routines and ensure that are known, consistently reinforced school-wide.
October 2019	November 2019	Revise Professional Learning Plan based on survey results and revisit the allocation of support to each classroom to ensure students feel safe, supported and are well known by at least three adults in the building.
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.		Develop and administer a Student Survey. This mid- year survey focused on students' perception of school climate and school culture will demonstrate an increase i the percent of students who agrre or strongly agree with the statement: I feel safe in this school'. In addition, monthly student check in and feedback sessions will assist to monitor, problem solve and design monthly 'house 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 school envisions taking in the second half of
January 2020	June 2020	Morning meeting across whole school for social development and Character Counts Implementation from 9:00am to 9:15.
January 2020	January 2020	Develop and administer a mid year Student Survey - (Formative Assessment) {Administer survey in May 2019 to verify baseline data}
January 2020	June 2020	Grade Level PLCs will review behavior referral data weekly. Students who demonstrate a high level of behavioral needs will be referred to the MTSS (Multi-tiered Systems of Support) Team.
January 2020	June 2020	School Leaders will work with behavior support specialist to increase teacher capacity to respond to the diverse SEL needs within classrooms.
January 2020	June 2020	All school leaders, classroom teachers and SEL supports will track SEL and referral data. Data will be reviewed weekly by the administrative team, SEL support providers, Restorative Practices Team and the grade level PLCs.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 35.2% SWD- 44.9% ELL-25.6% Black or African-American- 32.9%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 23.1% SWD- 30.7% ELL-10.3% Black or African-American- 22.8%	
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.	Nathaniel Rochester has been able to reduce the percentage of students who are considered chronically absent during the 2018-2019 school year. Year to date data indicates that 31.9% of students are considered chronically absent and there is a strong need to reduce and ensure that students are in school and learning. There will be a 5% decrease in the number of students who are chronically absent and a reduction of 10% in the number of days students are absent.	
<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 chronological order, between</u>
August 2019	September 2019	Attendance Team will connect with parents of students who have been considered at risk or chronically absent this summer: phone calls, letters and home visits over the summer to inform parents of the importance of attendance for academic and social success.
September 2019	September 2019	At the NRCS Open House in September, the administration and teachers will reinforce the importance of daily school attendance. At that time we will also have parents share potential barriers families face and work with families to overcome those challenges.
September 2019	January 2020	We will promote positive attendance on the PA system and reward classes that have both perfect and most improved attendance.
September 2019	January 2020	The attendance team will meet weekly to monitor students on the watch list for chronic absences and to be aware of red flags. We will create a
September 2019	January 2020	The attendance team will make live phone calls in addition to the ROBO calls that are placed daily to the homes of students on our 'watch' list.
September 2019	January 2020	Grade Level Teams will review attendance data in weekly grade level meetings and provide the names of students who present attendance concerns
September 2019	January 2020	Parent Liaison, Social Worker and Home School Assistant will participate in district-wide Attendance Blitz
September 2019	January 2020	The Attendance team will meet weekly to monitor students' attendance, schedule home visits and review referrals made for individual students.

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 of 2020, Nathaniel Rochester will see a 5% decrease in the number of students who are considered chronically absent. The attendance team will have data that demonstrates students who started off the year with poor attendance have been identified, supported and have improved their attendance when comparing the percent of students considered chronically absent in January of 2019. This will be evident by the decrease in needed home visits during the district's attendance blitz and the decrease in the number of students identified at the weekly attendance meetings.
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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 second half of the
January 2020	February 2020	Analyze the systems in place, make modifications and identify additional resources for students, family or the school team if needed.
January 2020	June 2020	We will promote positive attendance on the PA system and reward classes that have both perfect and most improved attendance.
January 2020	June 2020	The Attendance team will meet weekly to monitor students' attendance, schedule home visits and review referrals made for individual students and identify any additional areas of concern.
January 2020	June 2020	The attendance team will make live phone calls in addition to the ROBO calls that are placed daily to the homes of students on our 'watch' list.
January 2020	June 2020	Parent Liaison, Social Worker and Home School Attendance Assistant will participate in district-wide Attendance Blitz

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.			All Students-.08 SWD-NA ELL- .08
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)			All Students- .50 SWD- NA ELL-.50
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 the NYSESLAT data and data collected by our ESOL team, there is a need for ESOL teachers and classroom teachers to have dedicated time to collaborate, plan, share strategies and effective practices to better meet the needs of ELL students. A review of lesson plans also demonstrates the need for common planning to occur. Historically the ESOL teachers at NRCS No. 03 have not been included in grade-level team meetings.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date:	D3. End Date:	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order,	
August 1, 2019	August 30, 2019	Schedule all ELLs in each grade level in the same class K-6 or the same English class 7-8 to maximize resources, training and support.	
August 1, 2019	October 31, 2019	Target chronic absenteeism of ELLs who are chronically absent (see goal to reduce chronic absenteeism for all students).	
August 1, 2019	September 1, 2019	All ENL teachers will utilize the strategies within the NYS Teacher's 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 1, 2019	September 1, 2019	Instructional Leadership Team will develop a professional learning plan that identifies monthly formative assessments strategies for embedded use. In addition collegial learning circle will be formed to focus on the NYS Bilingual Common Coare initiative implementation by the ENL teachers. SBPT will review PD plan for approval and monitor offerings monthly.	
September 2019	January 2020	Provide professional development to all staff on teaching specific strategies when working with ELLs and that can be used for all students.	
September 2019	January 2020	Create time and opportunity for ESOL teachers to access more Professional Learning in the form of mentoring from other ENL teachers in district	
September 2019	October 15, 2019	ENL teachers (NRCS No. 03) will host a parent night to improve parent engagement, collaboration and reinforcement at home. Strengthening the partnership between parents and school.	

September 2019	January 2020	Students in grades K-6 will be given a writing pre-assessment from the program Be a Writer in September and a formative assessment in December or January. Students in 7-8 will be given a writing pre-assessment in September asking them to include an introduction, two body paragraphs, and a conclusion.
September 2019	January 2020	All ENL teachers will utilize the strategies within the NYS Teacher's 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.
September 2019	January 2020	All ENL teachers will participate in weekly grade level planning PLCs. The 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 ENL teachers will provide 5 week progress reports in collaboration with the primary classroom teacher to include all content areas of student work. The format of the progress report will be reviewed and approved by SBPT.
September 2019	January 2020	All ENL teachers will schedule a face to face meeting with families of ELLs to discuss grade level expectations for academics, 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.	Students in grades K-6, when given a formative assessment from Be the Writer, students will show an improvement in quality and stamina in their writing piece using the NYSESLAT writing rubrics as a guide (see NYSED for rubrics). Students in junior high will complete a four paragraph essay with an introduction, two body paragraphs, and a conclusion that shows improvement in quality and stamina from September, using the NYSESLAT rubrics as a guide.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date:	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
January 2020	June 2020	Students in all grades K-8 will complete writing portion of previous NYSESLATs to increase their score from writing portion of 2019 NYSESLAT using the NYSESLAT writing rubrics that can be found on NYSED.
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. There will be a special focus on ELL differentiation during co-teaching and small group pull-out.
January 2020	June 2020	All ENL teachers will participate in weekly grade level planning PLCs. The 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	Create time and opportunity for ESOL teachers to access more Professional Learning in the form of mentoring from other ENL teachers in district
January 2020	June 2020	All ENL teachers will provide 5 week progress reports in collaboration with the primary teacher in all content areas of student work. The format of the progress report will be reviewed and approved by SBPT.