

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Mary McLeod Bethune School 45

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Rhonda Morien	Title	Principal
Phone	325-6945 ext. 1580	e-mail	rhonda.morien@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/dcip		

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
Rhonda Morien	Principal	<i>Rhonda Morien</i>	5/10/19
Patricia Brockler	Assistant Principal	<i>Patricia Brockler</i>	5/15/19
Robert Snyder	Assistant Principal	<i>Robert Snyder</i>	5/15/19
Heather Belanger	ELRC	<i>Heather Belanger</i>	5/15/19
Jennifer Brown	Gr. 2 Teacher, SBPT	<i>Jennifer Brown</i>	5-15-19
Christine Williams	Gr. 2 Teacher, SBPT	<i>Christine Williams</i>	5-15-19
Heather Bearce	Gr. 4 Teacher, SBPT	<i>Heather Bearce</i>	5-15-19
Rebecca Bradstreet	Primary Coach, SBPT	<i>Rebecca Bradstreet</i>	5-15-19

Kimberly Wiesenberg	Gr. 6 & ASD Coach, SBPT	<i>[Signature]</i>	5-15-19
Julie Jamieson	ESOL Teacher	<i>[Signature]</i>	5-15-19
Michele Hild	Math Coach, Intervention Teacher	<i>[Signature]</i>	5/15/19
Ann Kleinman	Intermediate Coach, Intervention Teacher	<i>[Signature]</i>	5-15-19
Jessica Metras	Middle School Coach	<i>[Signature]</i>	5-15-19
WIL RIVERA	Parent	<i>[Signature]</i>	5-15-19
	Parent		
	Parent		
Peggy Burke	grand parent	<i>[Signature]</i>	5/15/19

Donna Hunter MOM

Donna Hunter

5-15-19

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.

	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:

	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	
---------------------------	--

x	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:	SIOP for ENL Students
	ESSA Evidence-Based Tier (1, 2, 3)	Tier 1
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	http://www.cal.org/siop/use/

Additional Evidence-Based Interventions (Optional)	
Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.	

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
Rhonda Morien	Principal
Patricia Brockler	Assistant Principal
Robert Snyder	Assistant Principal
Heather Belanger	ELRC
Jennifer Brown	Teacher
Christine Williams	Teacher
Heather Bearce	Teacher
Rebecca Bradstreet	Coach/Intervention Teacher
Kim Wiesenberg	Coach/Intervention Teacher
Julie Jamieson	ESOL Teacher
Michele Hild	Math Coach. Intervention Teacher
Ann Kleinman	Intermediate Coach, Intervention Teacher
Jessica Metras	Middle School Coach
Wil Rivera	Parent
Peggy Burke	Parent
Doris Hunter	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)
Reviewing multiple sources of feedback to identify needs and root causes	May 9, 2019	RM, PB,HB,RS,JB,HB,CW, RB, JJ, MH, AK, JM	
Determining priorities and goals based on the needs identified	5/9/19, 5/10/19, 5/13/19	RM, PB,HB,RS,JB,HB,CW, RB, JJ, MH, AK, JM,PB, DH	

Identifying an evidence-based intervention	May 9, 2019	RM, PB,HB,RS,JB,HB,CW, RB, JJ, MH, AK, JM	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/9/19, 5/10/19, 5/13/19	RM, PB,HB,RS,JB,HB,CW, RB, JJ, MH, AK, JM	
Identifying a plan to communicate the priorities to different stakeholders	May 9, 2019	RM, PB,HB,RS,JB,HB,CW, RB, JJ, MH, AK, JM, PB, DH	

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	Teacher survey data, state review teacher meeting feedback, discussion at SBPT and during grade level PLC meetings
Parents with children from each identified subgroup.	Mr. Wil Rivera
Secondary Schools: Students from each identified subgroup	NA

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-.74 SWD-NA ELL-.74
---	---------------------------------------

B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students- 1.00 SWD-NA ELL- 1.00
---	---

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.	Teacher professional development Cooperating ESOL and identified classroom teacher Text to self connection in written responses Regular assessments of written responses School-wide common strategies across grade levels to support ELL learning Alignment of ESOL writing program and classroom writing program
--	---

D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> 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	August, 2019	Identify classroom teachers to collaborate with ESOL teachers in order to enhance the learning of their ELL students.
August, 2019	August, 2019	Create a PLC plan to support collaboration, research of common strategies, and assessments between ESOL and classroom teacher.
August, 2019	August, 2019	Design an assessment plan to monitor student growth in written response to text on a monthly basis across grade levels.
September 2019	Dcember 2019	Sheltered Instruction Operation Protocol strategies to be utilized within K-8 ENL classrooms.

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.	ENL students will be given a pre-exam, aligned to the NYSELSLAT in September. The exam will be given again in January. All students will show one level of growth on the January exam.
---	--

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	May 2020	Teachers will analyze the practice exam data and identify a growth plan for each child using the SIOP Strategies.
		Continue monthly written response assessments.
		Continue ENL PLC.

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students- 47.9 SWD- 21.5 ELL- 12.2
--	--

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-64.1 SWD- 39.7 ELL- 38
---	---

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.	Current state: Running Reading Record assessments lack a writing component limiting a full assessment of students' literacy capabilities. School lacks a common practice/strategy across grade levels and classrooms that focuses on evidence-based written response (ex. RADD (Restate, Answer, Detail, Detail)). Teachers continue to need support/training with the use of standards and rubrics to provide students effective feedback. Teachers need a protocol for analyzing student work (Looking at Student Work/Data Wise) to design engaging and impactful instruction during whole group, small group, and 1:1 writing conferences.
--	---

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 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	August, 2019	Coaches will add a writing tab to the Classroom Profile sheets and teachers will record and monitor individual student growth in written responses throughout the year.
September, 2019	January, 2020	Grade level teams, will design a monthly assessment as part of PLC that will include - identifying a read-aloud, creating an evidence based question that mirrors NYS assessment questions and is anchored in Common Core Learning Standards K-8, and establishing a SMART goal for the following month.
October, 2019	January, 2020	Teachers will model and implement the RADD protocol with fidelity throughout the school year.
September, 2019	January, 2020	PLC and Coaching time will be used to demonstrate how the Interactive Read Aloud block will support the use of RADD as well as evidence based discussions and writing tasks.
October, 2019	January, 2020	Coaches and teachers will use Looking at Student Work/Data Wise protocol to analyze monthly written responses during PLC meetings. They will use the 2 point rubric to identify trends and to design a plan to modify/adjust instruction based on their data-findings. Teachers will execute the plan during their literacy block.

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, we would expect to see 50-60% of students achieving a 2 point score on the NYS short response rubric as a result of intentional, frequent, evidence-based questioning and aligned feedback.	
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	June, 2020	Grade level teams, will design a monthly assessment as part of PLC that will include - identifying a read-aloud, creating an evidence based question that mirrors NYS assessment questions and is anchored in Common Core Learning Standards K-8, and establishing a SMART goal for the following month.
January, 2020	June, 2020	Teachers will model and implement the RADDG protocol with fidelity throughout the school year.
January, 2020	June, 2020	PLC and Coaching time will be used to demonstrate how the Interactive Read Aloud block will support the use of RADDG as well as evidence based discussion and writing tasks.
January, 2020	June, 2020	Coaches and teachers will use Looking at Student Work/Data Wise protocol to analyze monthly written responses during PLC meetings. They will use the 2 point rubric to identify trends and to design a plan to modify/adjust instruction based on their data-findings. Teachers will execute the plan during their literacy block.
January, 2020	June, 2020	Grades 3-8 will transition from written responses based on read alouds to written responses based on grade level text that students read and respond to independently.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 39.7 SWD- 11.9 ELL- 12.5
--	--

B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 55.9 SWD- 31.7 ELL- 37.1
---	--

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.	Percentage of students meeting MCOMP benchmark proficiency from Fall 2018 (40.5%) to Winter 2019 (32.1%) decreased Analysis of monthly MCOMP assessments in PLC Create monthly plan for targeted fluency/computation instruction
--	--

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.
September 2019	September 2019	Teachers identify fluency/computation skills measured on each grade level MCOMP and develop a plan for fluency progression using this information and state standards (exit standards)
September 2019	January 2020	Teachers give monthly MCOMP assessments
September 2019	January 2020	Teachers analyze MCOMP results and identify individual student needs/differentiated groups for targeted intervention
September 2019	January 2020	Teachers create monthly action plans and class targets to build fluency computation skills within math workshop and intervention

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.

15% increase in number of students meeting MCOMP benchmark proficiency by January 2020.

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
September 2019	September 2019	Teachers identify fluency/computation skills measured on each grade level MCOMP and develop a plan for fluency progression using this information and state standards (exit standards)
September 2019	January 2020	Teachers give monthly MCOMP assessments
September 2019	January 2020	Teachers analyze MCOMP results and identify individual student needs/differentiated groups for targeted intervention
September 2019	January 2020	Teachers create monthly action plans and class targets to build fluency computation skills within math workshop and intervention

should be using blue survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			This school provides the materials, resources, and training necessary for me to support students' social or emotional needs.
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.			Staff- 16% disagree and 3% strongly disagree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs.
B1. SCEP Goal for Survey Question			90% of staff will agree or strongly agree that the school provides the materials, resources, and training necessary to support students' social or emotional needs.
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.			Schoolwide fidelity of identified social emotional curriculum (LIM and Second Step) Professional development of all staff in social emotional needs of students and community resources/services Schoolwide bullying/cyberbullying initiative Adopt a Peer Mediation Program
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	August 2019	Plan for social emotional instruction within the school day (what, how and when)	
September 2019	January 2020	Professional Development focus- Tier 1 classroom management plan	
September 2019	January 2020	Professional Development in Behavioral Strategies	
September 2019	January 2020	Continued use of Mental Health Team to address individual and small group needs	
August 2019	August 2019	Bullying/Cyberbullying Training for all staff	
November 2019	November 2019	Staff survey -results will generate PD needs	
January 2019	January 2020	Staff survey -results will generate PD needs	
August 2019	August 2019	Peer Mediation Support Team identified and trained; Peer Mediators identified and trained	
August 2019	August 2019	Action team to research evidence based classroom management/behavioral strategies	
September 2019	January 2020	Use of Community Support Referral to seek supports for 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.	<p>Increased time on instruction.</p> <p>Decrease in number of referrals (January 19 -January 20)</p> <p>Increased percentage of staff agreeing that they have the training, resources needed to support social and emotional need.</p> <p>Peer mediation program utilized as a strategy to resolve conflicts.</p> <p>Increased communication between classroom staff and community service providers/partnerships</p>	
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	January 2020	Analysis of staff surveys
January 2020	June 2020	Continue to offer professional development in specific areas as identified in survey, referral data
January 2020	June 2020	Use of Community Support Referral to access resources/support for identified students.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 29.9% SWD- 28.9% ELL- 40%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students-26.9% * The baseline data has exceeded the MIP goals set for the school. The school should select a goal between their baseline and the State Long Term Goal of 13.3% SWD- 28.4% * This is the school's 2021-22 MIP goal ELL- 33.6%	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Transportation availability is needed for all chronically absent children where this is a barrier. We need an attendance team to monitor and develop action items for chronically absent students.	
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	August 2019	Work with our school chief and the transportation department to identify our top 20 chronic students in need of transportation.
July 2019	August 2019	Develop a process for troubleshooting with families that involves the Home School Assistant, Community School Coordinator and the Parent Liaison and Center for Youth staff.
July 2019	August 2019	Develop an attendance team to monitor attendance biweekly and trouble shoot.
July 2019	August 2019	Adopt a procedure for office staff to make contact with chronic absentee families upon each absence.
	August 2019	Chronically absent students will receive an attendance mentor to monitor absences and address barriers.

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:	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	The school will develop an incentive plan to improve attendance of chronically absent students with ideas such as house battles and field trip incentives
January 2020	June 2020	The bottom 20% of all chronic absentees will receive home visits from Center for Youth partners, teachers and administrators in the months of January and February