

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Frank Fowler Dow School No. 52

ENTER DATA INTO ALL YELLOW CELLS.

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

Contact Name	Dr. Mary Ferguson	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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

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

#### SIGNATURES

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

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

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

Name	Title	Signature	Date
Mary Ferguson	Principal	<i>Mary Ferguson</i>	5/17/19
Amy Lyle	Assistant Principal	<i>Amy Lyle</i>	5/16/19
Michael Conover	Intervention Teacher	<i>Michael Conover</i>	5/17/19
Anna Milian Holmes	Teacher	<i>Anna Milian Holmes</i>	5-16-19
Danielle Branner	Reading Teacher	<i>Danielle Branner</i>	5-16-19
Lynell Wheeler	Intervention Teacher	<i>Lynell Wheeler</i>	5/16/19
Michelle Calogero	Special Education Teacher	<i>Michelle Calogero</i>	5/16/19
Amy Schultheis	Special Education Teacher, RTA Rep	<i>Amy Schultheis</i>	5/17/19
Susan Reuter	Library Media Teacher	<i>Susan Reuter</i>	5/16/19
Alvin Simpson	Teaching Assistant, RAP Rep	<i>Alvin Simpson</i>	5-16-19
Lisa Stark	Parent	<i>Lisa Stark</i>	5/17/19
Jennifer Case	Parent	<i>Jennifer Case</i>	5/17/19
Angelica Mendez	School Secretary	<i>Angelica Mendez</i>	5/16/19

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

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

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

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

## Meaningful Stakeholder Participation

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

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

Name	Title
Mary Ferguson	Principal
Amy Lyle	Assistant Principal
Michael Conover	Intervention Teacher
Anna Milian Holmes	Teacher
Danielle Branner	Reading Teacher
Lynell Wheeler	Intervention Teacher
Michelle Calogero	Special Education Teacher
Amy Schultheis	Special Education Teacher, RTA Rep
Susan Reuter	Library Media Teacher
Alvin Simpson	Teaching Assistant, RAP Rep
Lisa Stark	Parent
Jennifer Case	Parent
Angelic Mendez	School Secretary

**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	4/24, 5/7, 5/15, 5/16	MF,SR, AL, MC, AMH, DB, LW, MC, AS, SR, AS, LS, JC, AM	
Determining priorities and goals based on the needs identified	4/24, 5/7, 5/9, 5/15, 5/16	MF,SR, AL, MC, AMH, DB, LW, MC, AS, SR, AS, LS, JC, AM	

Identifying an evidence-based intervention	4/24, 5/7, 5/9, 5/15, 5/16	MF,SR, AL, MC, AMH, DB, LW, MC, AS, SR, AS, LS, JC, AM	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	4/24, 5/7, 5/15, 5/16	MF,SR, AL, MC, AMH, LW, MC, AS, SR, AS, AM	
Identifying a plan to communicate the priorities to different stakeholders	4/24, 5/7, 5/16	MF,SR, AL, MC, AMH, DB, LW, MC, AS, SR, AS, LS, JC, AM	

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	Both general education and SPED teachers participated in all development activities and meetings.
Parents with children from each identified subgroup.	Parent feedback for SWDs was gathered via CSE meetings, face to face conversations, telephone conversations, and survey feedback.
Secondary Schools: Students from each identified subgroup	

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	All Students- 83 SWD- 5.4 ELL-NA
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students- 89.2 *2021-22 MIP Goal SWD- 27.7 ELL-NA
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	As part of our DTSDE review, it was determined there was a need for all teachers, particularly teachers of Students with Disabilities, to work to promote daily independent practice in heterogeneous groups as a means of promoting student accountability for their own learning as well as supporting the learning of their peers. These groups should utilize cooperative learning techniques that foster accountability-- numbered heads together; think, pair, share; or similar techniques. Teachers will thus be provided with feedback/checks for understanding, and each student will be expected to show they understand the concept under study.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
August 30, 2019	January 31, 2020	Instructional Leadership Teams will structure professional learning communities that focus on effective strategies for cooperative grouping and/or other resources and techniques to foster accountability using Data Wise protocols.
Sept 30, 2019	January 31, 2020	Teachers, in collaboration with the Instructional Leadership Team, will develop a schedule for peer observation of cooperative groups in other classrooms and access coaching from these peers and other experts
Nov. 30, 2019	January 31, 2020	Instructional Leadership Team will utilize an electronic walkthrough tool which will provide information that will be used to target coaching.
Sept 1, 2019	January 31, 2020	Monthly professional learning communities will meet to discuss student progress, evaluate progress monitoring data, and adjust intervention strategies as needed
Sept 1, 2019	January 31, 2020	Staff will participate in ZEARN PD and learning walks as developed by both school and district leadership
Sept 1, 2019	January 31, 2020	Staff will participate in professional learning/collegial circles that focus on co-teaching as it applies to best practice in math instruction using Data Wise protocols.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	<p>January NWEA math data, ZEARN progress data (as appropriate), intervention progress monitoring. As evidenced by the most recent</p> <p>Gather walkthrough data on an ongoing basis that will provide evidence of curriculum and program being implemented with fidelity.</p> <p>Administer Common Formative Assessments - These will be used to identify students who exhibit evidence of mastery of specific standards based on a range of assessments. This data will be used to adjust this list of students as necessary throughout the year (flexible grouping). Unit Tests - Mastery on specific unit goals (Tier 1 instruction)</p> <p>Between Fall and Winter administration of NWEA Data - 80% of students meet Projected Growth Goal."</p>
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
Jan 2020	June 2020	After reviewing mid-year data, the Instructional Leadership Team will work with teachers to adjust the focus of the PLC at each grade level as needed.
Jan 2020	June 2020	Instructional Leadership Team will utilize data from the electronic walkthrough tool to make any adjustments in professional development and coaching support.
Jan 2020	June 2020	Staff will continue to participate in professional learning/collegial circles that focus on co-teaching as it applies to best practice in math instruction using Data Wise protocols.
		Monthly professional learning communities will meet to discuss student progress, evaluate progress monitoring data, and adjust intervention strategies as needed. Following Data Wise protocols.



**English Language Arts**

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<b>A1. ELA Baseline Data: Provide the most recently available information.</b>		All Students-81.8 SWD-2.7 ELL -NA
<b>B1. SCEP Goal for English Language Arts</b>		All Students 87.3 *2021-22 MIP Goal SWD - 27.5 ELL - NA
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>		Evidence from DTDSE review recommended greater integration in lesson planning between General Education teachers and Special Education teachers with a focus on higher level questioning.
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
08/15/2019	01/30/2020	Instructional Leadership Teams will provide all teachers, general and special education, resources and/or PD opportunities with a focus on the identified explicit teaching strategies, and best practices for ELA instruction. Data Wise protocols will be used to frame discussions.
04/15/2019	01/30/2020	Teachers will be provided with examples of strategies to incorporate higher order thinking into lesson openers.
05/01/2019	01/30/2020	The Instructional Leadership Team will outline the expectation that Special Education Teachers and Special Education Teacher's Assistants are included in the planning of all CORE subject instruction in collaboration with General Education teachers in support of each student's IEP programming.
05/01/2019	01/30/2020	All teachers will incorporate questions and prompts which promote higher order thinking into the introductory portion of their lessons.
06/01/2019	01/30/2020	Instructional Leadership Teams will incorporate higher order thinking lesson openers as a part of their walkthrough process and provide school-wide feedback on the efficacy of implementation.

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<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	January ELA NWEA data, progress monitoring data, Being A Writer student composition book, walk through data collected.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the</b>
Jan 2020	June 2020	All strategies will continue to focus on identifying areas in need of further support for students who have demonstrated gaps as determined by NWEA and progress monitoring data
Jan 2020	June 2020	All teachers will incorporate questions and prompts which promote higher order thinking into the introductory portion of their lessons.
Jan 2020	June 2020	Instructional Leadership Teams will incorporate higher order thinking lesson openers as a part of their walkthrough process and provide school-wide feedback on the efficacy of implementation.
Jan 2020	June 2020	Instructional Leadership Team will record and monitor individual student growth in written responses throughout the year.
Jan 2020	June 2020	Common Formative Assessments administered and analyzed to create individualized learning plans. Data sources will include NWEA, AIMS web and RCSD created Common Formative Assessments. Data Wise protocols will be utilized to analyze information 3 times per year.

Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>			This school provides quality services to help students with social and emotional needs.
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>			Strongly Agree 14% Agree 42% Disagree 14% Strongly Disagree 14% Don't know 14%
<b>B1. SCEP Goal for Survey Question</b>			
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			The school did not receive any recommendations in this area as a part of the DTSE review. This question was selected by the school team as it was an area of concern for the parents as identified in the School Climate Survey. The goal will be to decrease the survey response rate for 'Disagree', 'Strongly Disagree' and 'I don't know' to below 5%
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
Aug 1, 2019		The Leadership Team will develop a pamphlet that identifies all of the social/emotional supports that are currently in place at the school.	
Sept 1, 2019		The pamphlet will be shared with parents as part of the opening of school packet, added to the website and available to all stakeholder groups at Fall activities.	
Sept 1, 2019		The SBPT will meet and discuss ways to provide additional support for students	
Sept 1, 2019		The Leadership Team will meet with the PTO to share the concerns of the survey and work to develop additional areas for social/emotional support	
Sept 1, 2019		The SWPBIS and Restorative Practice committees will use data from 2018-2019 to re- evaluate current Restorative and SWPBIS programs	



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

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	Instructional Leadership Teams will create and implement a structure for Special Education instruction, that includes co-planning expectations, scheduling of services and the utilization of staff to maximize services and supports for all students in compliance with mandates.
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	This area of need was identified as a DTSE recommendation, and on school performance data. The goal for ELA is to increase the SWD performance from 2.7% to 27.5 %. The math goal is to increase performance for the NYS math assessment from 5.4% proficiency to 27.7 %
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**D1. Action Plan - August 2019 through January 2020**

<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
June 2019	Sept 2019	Instructional Leadership Teams will outline the expectation that Special Education Teachers and Special Education Teacher's Assistants are included in the planning of all CORE subject instruction in collaboration with General Education teachers in support of each student's IEP programming.
June 2019	Sept 2019	The Instructional Leadership Team, in collaboration with the school registrar and special education staff, will create a master schedule that maximizes the instructional time of Special Education Teachers and Special Education Teacher's Assistants. Special Education staff should will be included in the scheduling of flexible student groupings.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	January NWEA data, progress monitoring data, walk through data, lesson plans that indicate co-planning with SPED and Gen Ed teachers.

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

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
January 2020	June 2020	School-wide Learning Walks of Instructional Leadership Teams and Teachers with an emphasis on noticing evidence of co-teaching instruction.
January 2020	June 2020	Classroom teachers, ENL teachers, and Special Education teachers will demonstrate how they consistently collaborate to modify the content, learning process, and/or assessments to support student learning using Data Wisw protocols.
January 2020	June 2020	

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 23.2% SWD- 26.4% ELL-NA	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 19.4% SWD- % *2019-20 NYS Subgroup MIP Goal of 20.8% can be used or a goal between the baseline data and the State Long Term Goal of 19.3% for this subgroup ELL-NA	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	This goal has already been met by the school, and was not mentioned in the DTSE recommendations. However, since it has been identified as an RCSD priority, it will continue to remain an area of focus. The goal for the 2019-2020 school year is to reduce the current number of Severly Chronic (4) Chronic (8) and At risk (20) Kindergarten students from 32 to 20.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Sept 2019	Jan 2020	Weekly attendance team meetings to closely monitor student attendance and to address absenteeism per District attendance protocols, including phone calls, home visits, and parent-teacher conferences.
Sept 2019	Jan 2020	Continue with attendance incentives (dress down days, theme days)
Sept 2019	Jan 2020	Refer families to community agencies as appropriate.

