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| LEA Name: | Rochester City School District |
| LEA BEDS Code: | 261600010000 |
| School Name: | Joseph C. Wilson Magnet High School |

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

| | | | |
|----------------------------|---|-------|-------------------------------|
| Contact Name | Julie VanDerwater | Title | Principal |
| Phone | (585) 328-3440 | Email | julie.vanderwater@rcsdk12.org |
| Website for Published Plan | https://www.rcsdk12.org/profile/wilson | | |

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

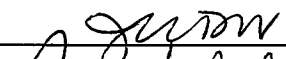
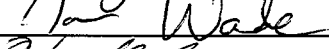
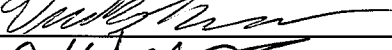
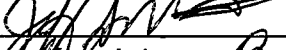

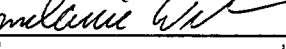

Implementation is required no later than the first day of regular student attendance.

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 |
|---------------------|---|---|---------|
| Julie VanDerwater | Principal/Joseph C. Wilson Magnet High School |  | 5/17/19 |
| Tara Wade | Assistant Principal/Joseph C. Wilson Magnet High School |  | 5/15/19 |
| Victoria Robertson | PTSO President/Joseph C. Wilson Magnet High School |  | 5/16/19 |
| Jeff Sciortino | Parent on SBPT/Joseph C. Wilson Magnet High School |  | 5/16/19 |
| Alisa Blanco | Teacher/Joseph C. Wilson Magnet High School |  | 5/16/19 |
| Melanie Williams | School Counselor/Joseph C. Wilson Magnet High School |  | 5/15/19 |
| Melissa Neill-Adams | Teacher/Joseph C. Wilson Magnet High School |  | 5/15/19 |

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| Karen Reyes | Teacher/Joseph C. Wilson Magnet High School | Karen A Reyes | May 16, 2019 |
| Brooke Boutwell | Teacher/Joseph C. Wilson Magnet High School | Brooke Boutwell | May 15, 2019 |
| Rosa D'Aiuto | Teacher/Joseph C. Wilson Magnet High School | Rosa D'Aiuto | May 17, 2019 |
| Deyon Waller | Teacher/Joseph C. Wilson Magnet High School | D. Waller | 5/17/19 |
| Theresa Sarkis-Kruse | Parent/Joseph C. Wilson Magnet High School | Theresa Sarkis-Kruse | May 15, 2019 |
| Anthony Padilla | Parent Liaison/Joseph C. Wilson Magnet High School | Anthony Padilla | 5/17/19 |
| Kenneth Stevens | parent on SBPT | | 5/29/19 |
| Kaitlin Burgstrom | Intervention Prevention Teacher | Kaitlin Burgstrom | May 15, 2019 |
| Mercedes Hollister | Reading Specialist | M. Hollister | May 15, 2019 |
| Madison Shepard | Math Teacher/Joseph C. Wilson Magnet High School | | 5/15/19 |

Marquitta Scott
Abigail Quiñones

parent on SBPT
Student

Abigail Quiñones

5/29/19

Janell Ivy

Student

Janell Ivy

6/14/19

6/14/19

Ladrea Jones
Elijah Lesprier

Student
Student

Ladrea Jones
Elijah Lesprier

6/14/19

6/14/19

Dwayne Holmes

Student

Dwayne Holmes

6/14/19

Kayana Sims

Student

K. Sims

6/14/19

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.

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| X | 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: | Early Warning Intervention and Monitoring System |

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| | 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 | |

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| | School-Identified |
| 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) | |

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| Link to research or citation (if citation is used then research | |
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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.

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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 |
|----------------------|--|
| Julie VanDerwater | Principal/Joseph C. Wilson Magnet High School |
| Tara Wade | Assistant Principal/Joseph C. Wilson Magnet High |
| Victoria Robertson | Parent; PTSO President/Joseph C. Wilson Magnet |
| Jeff Sciortino | Parent on SBPT/Joseph C. Wilson Magnet High School |
| Alisa Blanco | Teacher/Joseph C. Wilson Magnet High School |
| Melanie Williams | School Counselor/Joseph C. Wilson Magnet High |
| Melissa Neill-Adams | Teacher/Joseph C. Wilson Magnet High School |
| Karen Reyes | Teacher/Joseph C. Wilson Magnet High School |
| Brooke Boutwell | Teacher/Joseph C. Wilson Magnet High School |
| Rosa D’Aiuto | Teacher/Joseph C. Wilson Magnet High School |
| Deyon Waller | Teacher/Joseph C. Wilson Magnet High School |
| Theresa Sarkis-Kruse | Parent/Joseph C. Wilson Magnet High School |
| Anthony Padilla | Parent Liaison/Joseph C. Wilson Magnet High School |
| Deborah Hudnell | Parent/Joseph C. Wilson Magnet High School |
| Kaitlin Burgstrom | Intervention Prevention Teacher |
| Mercedez Hollister | Reading Specialist |
| Madison Shepard | Math Teacher/Joseph C. Wilson Magnet High School |
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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 | discussed but not pursued (up to 2) |
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| Reviewing multiple sources of feedback to identify needs and root causes | 4/10/19, 4/22/19, 4/29/19, 5/3/19, 5/8/19, 5/13/19 | JV, KB, GR, TW, NL, MH, VR, AB, MW, MN, DW | |
| Determining priorities and goals based on the needs identified | 4/10/19, 4/22/19, 4/29/19, 5/2/19, 5/7/19, 5/8/19 | JV, KB, GR, TW, NL, MH, VR, AB, MW, MN, DW, JS, TS | |
| Identifying an evidence-based intervention | 5/1/19, 5/2/19 | MH, KB, MR, JV, MS | Restorative Justice/Principal Leadership Development 1 (coaching) |
| Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | 5/2/19, 5/7/19, 5/6/19, 5/14/19, 5/15/19 | VR, JS, AP, JV, TW, MS | |
| Identifying a plan to communicate the priorities to different stakeholders | 5/14/19, 5/15/19 | KB, JV, AP, TS | How to utilize technology to increase number of stakeholders reached regarding priorities |

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 |
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| Teachers responsible for teaching each identified subgroup | |
| Parents with children from each identified subgroup. | |
| Secondary Schools: Students from each identified subgroup | |

Graduation Rate

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| A1. 4-Year Graduation Rate Baseline Data: | All Students-66.3% |
| A2. 5-Year Graduation Rate Baseline Data: | All Students- 68% |
| A3. 6-Year Graduation Rate Baseline Data: | All Students- 74.6% |

TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup

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| B1. 4-Year Graduation Rate SCEP Goal | All Students- 70.4% |
| B2. 5-Year Graduation Rate SCEP Goal | All Students- 74.8% |
| B3. 6-Year Graduation Rate SCEP Goal | All Students- 79.7% |

TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup

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| 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 data collected during cohort reviews, it was determined that there was a need for strategic scheduling of Regents Exams for ENL students and Students with Disabilities. |
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D1. Action Plan - August 2019 through January 2020

| <u>D2. Start Date:</u> | <u>D3. End Date: Identify</u> | <u>D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in</u> |
|-------------------------------|--------------------------------------|---|
| Aug 2019 | Aug 2019 | Schedule students for January Regents Exams and create a preparation pathway towards achievement on the upcoming exams for students |
| August 2019 | Aug 2019 | Administration reviews schedules to ensure appropriate review classes and accurate number of Regents exams appear on schedule. |
| August 2019 | Sep 2019 | Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process. |
| September 2019 | Jan 2020 | Semester review classes are integrated into student schedules (for Regents Classes - Global, US, AlgGeoBlend, LE) |
| Nov 2019 | Nov 2019 | Afterschool Review sessions are communicated to students and families for Regents preparation |
| Nov 2019 | Jan 2020 | Implement Regents Review Sessions |
| August 2019 | January 2020 | Specific student support team will conduct biweekly cohort tracking meetings for repeating 9th graders. |
| August 2019 | January 2020 | Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. |
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| 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. | January Regents Results would each increase by 2.5% from the previous year: Alg 1 - 30.5% ELA - 59.5% LE - 40.5% Global Transitioning - 30.5% | |

F1. Action Plan - January 2020 through June 2020

| F2. Start Date: | F3. End Date: Identify | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in |
|------------------------|-------------------------------|--|
| January 2020 | February 2020 | Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement. |
| Jan 2020 | June 2020 | Semester review classes are integrated into student schedules (for Regents Classes - Global, US, AlgGeoBlend, LE) |
| Apr 2020 | Apr 2020 | Counselors develop a preparation pathway towards achievement on the upcoming exams with students |
| Apr 2020 | Apr 2020 | Afterschool Review sessions are communicated to students and families for Regents preparation |
| Apr 2020 | June 2020 | Implement Regents Review Sessions |
| January 2020 | June 2020 | Specific student support team will conduct biweekly cohort tracking meetings for repeating 9th graders. |
| January 2020 | June 2020 | Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. |
| April 2020 | June 2020 | Cohort level teams will conduct cohort tracking meetings every 2 weeks for students in the graduating cohort. |
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| A1. ELA Baseline Data: | All Students- 96.7 | |
| A2. Math Baseline Data: | All Students- 70.5 | |
| <i>TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup</i> | | |
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| B1. ELA SCEP Goal | All Students- 130.8 | |
| B2. Math SCEP Goal | All Students- 108.7 | |
| <i>TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i> | | |
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| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP | Based on evidence collected through walkthroughs, RtI meetings, Regents results and report card data, it was determined that there is a need for improved systems of progress monitoring within the Math and ELA classrooms. | |
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| <u>D1. Action Plan - August 2019 through January 2020</u> | | |
| <u>D2. Start Date:</u> Identify the projected | <u>D3. End Date: Identify</u> the projected end | <u>D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</u> |
| June 2019 | June 2019 | Determine and gain access to assessments suitable for benchmark and/or baseline testing |
| Aug 2019 | September 2019 | Strategically organize students into Math Lab/ELA Lab/AVID |
| August 2019 | Sep 2019 | Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process, including a plan for professional learning focused on the RCSD's instructional framework. |
| September 2019 | January 2020 | Instructional Leadership Team will conduct walkthroughs to assess implementation of the instructional framework and provide feedback as needed. |
| September 2019 | September 2019 | Administer benchmark testing in Math and ELA |
| September 2019 | September 2019 | Use of common planning time to assess benchmark data to create individualized goals for students. |

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| September 2019 | September 2019 | Develop after school tutoring plan for the year |
| September 2019 | Jan 2020 | Provide individualized interventions during .5 credit lab course (every other day) |
| September 2019 | Jan 2020 | Conduct biweekly assessments to monitor student progress |
| Oct 2019 | Oct 2019 | Create intervention class that can be retaken throughout high school and offered based on individual student needs. (for Fall of 2020) |
| Nov 2019 | Nov 2019 | Submit new intervention course proposal |
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| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to | | Based on benchmark assessments, 60% of students will be on track to receive a score of 65 or higher on a Math or ELA Regents. |
| F1. Action Plan - January 2020 through June 2020 | | |
| F2. Start Date: Identify the projected | F3. End Date: Identify the projected end | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. |
| January 2020 | February 2020 | Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement. |
| Jan 2020 | June 2020 | Provide individualized interventions to include .5 credit lab course (every other day), marking period recovery, online credit recovery and Twilight (after school tutoring). |
| Jan 2020 | June 2020 | Conduct biweekly assessments to monitor student progress in math and ELA classes |
| January 2020 | June 2020 | Instructional Leadership team will meet with departments during common planning time to review biweekly assessment data. |
| April 2020 | June 2020 | Identify students that should continue or begin receiving intervention services in Math and ELA. Add Math and ELA intervention course to students' schedules for 2020-2021 school year |
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Survey

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| A1. Survey Question: Provide the survey | | | 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. | | | Strongly Agree: 0% Agreed: 66% Disagree: 33% Strongly Disagree: 0% (9 students responded) |
| B1. SCEP Goal for Survey Question | | | 70% of All Students Agree or Strongly Agree |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP | | | Based on evidence collected through the School Climate Survey, the school has identified a need to collect more information about ways in which students feel safe or unsafe at the school, and create and implement a plan to increase the numbers of students who feel safe. |
| 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 Area(s) 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. | |
| Aug 2019 | September 2019 | Create a committee in charge of multicultural and student group celebrations to support all students to feel like a part of the community | |
| September 2019 | September 2019 | Have restorative students develop PD for support staff and SSOs in order to educate adults as to how children feel in the building | |
| September 2019 | September 2019 | Conduct modified survey of students to determine in what ways they feel safe or unsafe | |
| September 2019 | September 2019 | Create small (10-15 student) homebases to foster better teacher-student-home relationships | |
| September 2019 | Oct 2019 | Create a calendar of events for celebrations throughout the year to celebrate student voice and to support all students feeling a part of the community | |
| Oct 2019 | Oct 2019 | Restorative students conduct training for support staff and SSOs | |
| Oct 2019 | Jan 2020 | Faculty and Staff utilize restorative practices in their interactions with students and families (as demonstrated through observed daily interactions, decrease in Helpzone and Discipline Referrals and participation in restorative conversations). | |
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| E1. Mid-Year Benchmark(s) - Identify what | | | Give students a modified survey. Progress will be noted if >66% of students indicate they feel safe at school. |
| F1. Action Plan - January 2020 through June 2020 | | | |
| F2. Start Date: Identify the projected start date for each activity. | F3. End Date: Identify the projected end date for each activity. | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. | |
| Jan 2020 | January 2020 | Conduct modified survey of students to determine in what ways they feel safe or unsafe | |
| Jan 2020 | Feb 2020 | Review results of survey to determine student perception of safety | |
| Jan 2020 | Jun 2020 | Based on survey results, implement homebase activities to promote community | |
| Jan 2020 | June2020 | Reposition SSOs in hallways as needed based upon survey results | |
| Jan 2020 | June 2020 | Continue Celebrations | |

| Jan 2020 | June 2020 | Faculty and Staff utilize restorative practices in their interactions with students and families |
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College, Career, and Civic Readiness or School-Selected Indicator

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| A1. College, Career, and Civic Readiness or | | | All Students- 76.2 |
| B1. SCEP Goal for College, Career, and Civic | | | All Students- 83.8 |
| 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, | | | Based on data collected during 5-week cohort reviews, it was determined that there was a need for increased access to multiple pathways to graduation, including the Seal of Biliteracy, Advanced Regents, IB Diploma and CDOS options. |
| 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 Area(s) 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. | |
| Aug 2019 | September 2019 | Seal of Biliteracy team will create a student-friendly timeline/pathway towards meeting requirements to earn the Seal of Biliteracy by graduation | |
| August 2019 | September 2019 | The AVID team will identify and enroll students, based on specific indicators, in AVID classes at each grade level. | |
| September 2019 | Jan 2020 | The AVID team will meet monthly to assess overall program needs and student progress based on clearly identified roles. | |
| September 2019 | Oct 2019 | Counselors lead informational sessions with students on graduation requirements (focus on Advanced Regents Diploma) and credit progression through high school. | |
| Oct 2019 | Nov 2019 | Meet with identified student candidates for the Seal of Biliteracy to outline the pathway with their advisor | |
| Oct 2019 | Jan 2020 | College and Career workshops through Naviance (counselors) | |
| Nov 2019 | Nov 2019 | Meet with Identified students' parents for the Seal of Biliteracy to outline the pathway to encourage the home-school connection | |
| Nov 2019 | Jan 2020 | Grade specific Career and College workshops through Naviance (counselors) | |
| Dec 2019 | Jan 2020 | 1st quarter grade review meetings | |
| January 2020 | Jan 2020 | Grade specific Career and College workshops through Naviance (counselors) | |
| August 2019 | January 2020 | Collaborate with the Executive Director of Career Pathways & College and Business Partnerships to establish CTE pathways at Wilson | |
| August 2020 | August 2020 | Incorporate additional CTE courses delivered by CTE teachers in both technology and design to the Master Schedule | |
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| E1. Mid-Year Benchmark(s) - Identify what | | | 80% of students will be scheduled for a graduation pathway to include Seal of Biliteracy, Advanced Regents, IB Diploma or CDOS option. |
| F1. Action Plan - January 2020 through June 2020 | | | |
| F2. Start Date: Identify the projected start date for each activity. | F3. End Date: Identify the projected end date for each activity. | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. | |
| Jan 2020 | Feb 2020 | English Team collaborates to create a culminating research project that includes a speaking component | |
| January 2020 | February 2020 | Complete course selection for 2020-2021 school year | |
| January 2020 | June 2020 | Collaborate with the Executive Director of Career Pathways & College and Business Partnerships to establish CTE pathways at Wilson | |

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| February 2020 | February 2020 | Counselors and administrators conduct 2nd Quarter/Mid Year grade review meetings, seniors in danger of not graduating meetings Round #1 (parents invited) |
| February 2020 | March 2020 | Seal of Biliteracy candidates meet with their advisors to check progress on Final Project |
| February 2020 | June 2020 | Grade specific Career and College Workshops through Naviance |
| March 2020 | Jun 2020 | Juniors will be provided access to college and career experiences both at school and in the community. |
| March 2020 | May 2020 | Seal of Biliteracy candidates will participate in an expo to practice their final project presentations |
| April 2020 | May 2020 | Counselors and administrators conduct 3rd Quarter grade review meetings |
| April 2020 | May 2020 | Junior Exit Interviews conducted at a local college (college/career readiness) |
| April 2020 | May 2020 | Counselors and administrators conduct seniors in danger of not graduating Meetings Round #2 (parents invited) |
| April 2020 | May 2020 | Seal of Biliteracy candidates present their final projects to the committee |
| May 2020 | June 2020 | The 9th grade 5 year plan meetings will be conducted with counselors and administrators |
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English Language Proficiency or School-Selected Indicator

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| A1. English Language Proficiency or School-Selected Baseline Data | All Students- .85 |
| B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required) | All Students- 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. | Based on data collected during walkthroughs, RtI meetings and NYSESLAT scores, it has been determined that there is a need for ENL students to increase production of academic language. |

D1. Action Plan - August 2019 through January 2020

| D2. Start Date: | D3. End Date: Identify | D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, |
|------------------------|-------------------------------|--|
| Aug 2019 | Sep 2019 | The registrar and counselors will review ENL student schedules along with ENL teachers to ensure students' schedules represent their needs. |
| Aug 2019 | Jan 2020 | PD series led by ENL teachers to provide strategies and supports for creating authentic speaking opportunities in the content classrooms |
| Sep 2019 | January 2020 | Implementation of authentic speaking opportunities will be monitored during walkthroughs. |
| Nov 2019 | November 2019 | Create a benchmark assessment that serves as a replica to the NYSESLAT |
| November 2019 | November 2019 | Administer benchmark assessment that replicates the NYSESLAT |
| January 2020 | January 2020 | Benchmark assessment data will be reviewed to inform instruction and test taking strategies |
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| 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. | 34.6% of students will demonstrate progress towards proficiency on the NYSESLAT Benchmark assessment. |
|---|---|

F1. Action Plan - January 2020 through June 2020

| F2. Start Date: | F3. End Date: Identify | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the |
|-----------------|------------------------|---|
| Jan 2020 | Feb 2020 | English Team collaborates to create a culminating research project that includes a speaking component |
| January 2020 | January 2020 | Benchmark assessment data will be reviewed to inform instruction and test taking strategies |
| Jan 2020 | June 2020 | Implementation of authentic speaking opportunities will be monitored during walkthroughs. |
| March 2020 | March 2020 | Administer benchmark assessment that replicates the NYSESLAT |
| April 2020 | June 2020 | Utilize assessment and walkthrough data to make recommendations for summer programs. |
| April 2020 | April 2020 | Utilize student performance stat to create ENL student schedules for following year. |
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Chronic Absenteeism or School-Selected Indicator

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| A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most | All Students- 40.8% |
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| B1. SCEP Goal for Chronic Absenteeism (if | All Students- 38.1% |
|--|---------------------|

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| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP | Based on evidence collected through average daily attendance data, it has been identified that there is a need for stronger early warning intervention systems to be implemented at the school in order to support improved student attendance. |
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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 Area(s) 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 | Aug 2019 | Identify students who have a history of chronic absenteeism by reviewing previous attendance data. |
| August 2019 | Aug 2019 | Home School Assistant will visit homes and summer school programs to encourage student attendance and open communication between parents and school community. |
| September 2019 | Jan 2020 | Monthly SST meetings will analyze data and assign interventions for students and monitor progress. |
| August 2019 | Jan 2020 | Home-School Assistant will make home visits to encourage student attendance and open communication between parents and school community. |
| Oct 2019 | Oct 2019 | Review student data to include new students at risk of chronic absenteeism (MP1) |
| Jan 2020 | Jan 2020 | Review student data to include new students at risk of chronic absenteeism (MP2). |
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| E1. Mid-Year Benchmark(s) - Identify what | The chronic absenteeism rate for the school will be 39.5% or less. |
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F1. Action Plan - January 2020 through June 2020

| F2. Start Date: Identify the projected start date for each activity. | F3. End Date: Identify the projected end date for each activity. | F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. |
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| January 2020 | June 2020 | Home-School Assistant will make home visits to students with chronic absenteeism to encourage participation and provide resources to families. |
| Feb 2020 | June 2020 | Monthly SST meetings will analyze data and assign interventions for students and monitor progress. |
| Apr 2020 | April 2020 | Identify students who have a history of chronic absenteeism by reviewing previous attendance data. (MP3) |
| June 2020 | June 2020 | End of Year Benchmark Meeting to review process and identify students to target in 2020-2021 school year |
| June 2020 | June 2020 | Identify students who have a history of chronic absenteeism by reviewing previous attendance data. (MP4) |
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