

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 2

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

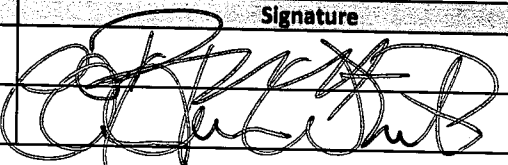

Contact Name	Sharon Murrell-Dilbert	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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 confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

WORKING DOCUMENT
18-19



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 plans before they are approved.

- 2. The School Comprehensive Education Plan (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 School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
April 18, 2018	Principal's Office		
May 24, 2018	Principal's Office		
June 14, 2018	Principal's Office		
June 22, 2018	Room 114		

Name	Title / Organization	Signature
S. Murrell Dilbert	Principal	<i>Sharon Murrell Dilbert</i>
Denise Quamina	Assistant Principal	
Charle Moore	Teacher	
Brian Moroni	Teacher	
Lori Wess	Teacher	
Dale Spafford	Teacher	
Christine Elliott	Teacher	
Rachael Feltman	Teacher <i>Rachael Feltman</i>	
Raquel Hawkins	Teacher	
Lynne Fox	Teacher	
Kristine Hooker	Teaching Assistant	<i>Debra Williams Bobbi Collins Dwana Harrell</i>
Debra Williams	Parent	
Bobbi Collins	Parent	
Dwana Harrell	Parent Liaison <i>Dwana Harrell</i>	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

Tenet 6: Family and Community Engagement

Directions: Provide a narrative in response to the questions. All questions must be answered.

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The monthly morning PD Breakfast offerings were well attended, and provided camaraderie for staff as well as relevant strategies for all to use such as restorative practices, how-to-use the restorative mat, mindfulness, aromatherapy, strategies for students with ADD, ADHD, etc

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

We made NWEA data available to parents in February by creating a user friendly form and guide to interpreting the individual results.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

Increased rigor in every classroom with the monitoring of higher level questions in every lesson

- List the identified needs in the school that will be targeted for improvement in this plan.

lack of rigor and higher level questioning, lack of consistent walkthrough observations with concrete and actionable feedback, and poor parent communication regarding student assessments.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Clara Barton School # 2 is community of individuals who learn, teach and grow in a safe environment. Our guiding principles are simple: be ready, be responsible, be respectful and be safe. We consistently encourage all stake holders to embrace our Bulldog Pride/Guiding Principles in order to create well rounded learners with a sense of purpose.

- List the student academic achievement targets for the identified subgroups in the current plan.

All students are anticipated to meet their quarterly NWEA goals in Math and in ELA .

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

We have all hands on deck! Our leadership team, the SBPT, the ESS Team, the RTI Team, the Assessment Team, the PTO are all in support of the mission/guiding principles.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

I do not anticipate any barriers, I believe that our entire staff and parents want to do whatever we need to do to improve overall student achievement in our building

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

We will provide professional development in restorative practices, higher level questioning, math, ela, culturally relevant teaching, etc.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

School Leaders will utilize SBPT meetings, PTO meetings, facebook, afterschool events, robocalls, and newsletters to strengthen relationships by improving communication with all stakeholders.

- List all the ways in which the current plan will be made widely available to the public.

We will post it on the school website, we will utilize the school facebook page to encourage parents to view the document

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	January 9-11, 2018
B2. DTSDE Review Type:	NYSED IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	We are experiencing a major gap in the rigor of our instruction for all students. We need to consistently provide great first teaching, high-lighting higher level questions, to all students in our building in order to improve their overall academic achievement in both Math and ELA.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In order to increase the level of rigor in lesson plans; the school leaders will ensure that each Teacher, Teaching Assistant and Paraprofessional plans a minimum of one higher level question for each lesson that they teach.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The daily walk throughs, unannounced and announced observations will be used to monitor the progress of this goal. Student growth percentile data from NWEA assessments for Math & ELA Student data from Aimsweb Progress Monitoring Student led classroom discussions

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
5-Sep-18	21-Jun-18	Assistant Principal and Principal will conduct walk through observations weekly to monitor the rigor of Tier 1 Instruction (Good First Teaching) and to provide actionable, explicit and timely feedback to Teachers, Teaching Assistants, and Paraprofessional
5-Sep-18	21-Jun-18	The Professional Development offerings will focus on higher level thinking, questioning strategies, student led instruction, student data collection and analysis, restorative practices, etc.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	January 9 - 11, 2018
B2. DTSDE Review Type:	NYSED IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Through walkthroughs, data analysis and classroom observations, we have noticed that many classrooms lack the rigor needed to engage our students and increase their academic achievement. We need to increase the level of rigor in every classroom by introducing higher level thinking and questioning for all students.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In order to increase the level of rigor during classroom instruction, the school leaders will ensure that a minimum of at least one higher level question is posted in every classroom; the educators will have students respond to the higher level question during each lesson that they teach.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The daily walk throughs, unannounced and announced observations will be used to monitor the progress of this goal. Student growth percentile data from NWEA assessments for Math & ELA Student data from Aimsweb Progress Monitoring Student led classroom discussions

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
5-Sep-18	21-Jun-18	Assistant Principal and Principal will conduct walk through observations weekly to monitor the rigor of Tier 1 Instruction (Good First Teaching) and to provide actionable explicit feedback to Teachers, Teaching Assistants, and Paraprofessionals.
5-Sep-18	21-Jun-18	The Professional Development offerings will focus on higher level thinking, questioning strategies, student led instruction, student data collection and analysis, restorative practices, etc.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	January 9-11, 2018
B2. DTSDE Review Type:	NYSED IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	It has been difficult to consistently monitor the student electronic disciplinary referral data in order to address student needs promptly. The data is not reviewed weekly; and it is not shared consistently with the RTI and the ESS teams. We did not do an effective job of monitoring the Behavior Intervention Plans for some of our students with disabilities, and therefore their needs were not met in a timely fashion.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The school leaders and/or designee will ensure that at each week's Educational Student Success/Response to Intervention (ESS/RTI) meeting, the prior week's student electronic disciplinary referral data will be analyzed by administrators or a designee in order to determine if any student's referral data necessitates additional social, emotional and/or behavioral support from the school or outside resources. The school leaders or designees should ensure that the special education students who have Behavioral Intervention Plans (BIPs) have these plans reviewed, according to each BIP's monitoring schedule, in order to ensure that the plans are being implemented with fidelity and to determine to
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The ESS Minutes will include the student discipline data analysis weekly, along with suggestions for students in crisis (students with a high number of disciplinary referrals). The CASE will attend some of the weekly Grade Level Meetings to discuss and evaluate the status of student BIPs.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
5-Sep-18	21-Jun-18	The ESS Team will add a section in the minutes template to include the student disciplinary referral data in order to address it weekly.
5-Sep-18	21-Jun-18	The Respect and Protect Team should meet at least monthly with the School Leaders to review student discipline data and how it correlates to the student levels of Gold, Silver, Blue and Orange.
5-Sep-18	21-Sep-18	Now that we have a CASE assigned for day 1, school leadership will meet with the CASE monthly to review the status of BIPs .

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	January 9 -11, 2018
B2. DTSDE Review Type:	NYSED IIT

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Parents have shared with us that they are not familiar with the NWEA and what it means. The students excitedly tell their parents that they met their NWEA goals, but the parents do not know what their children are talking about. We need to do a better job of partnering with the parents and sharing their children's assessment goals with them so that they can assist us in supporting their child's growth.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The school leaders will ensure that after each Northwest Educational Assessment (NWEA) testing cycle, each family will receive a copy of their child's results along with what the scores mean and what resources and strategies that the families can use at home - or access through the school or community- in order to help their child be successful.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Liaison Dwana Harrell will create a few Parent Surveys during the 2018-2019 school year to monitor the effectiveness of this goal. Increased NWEA scores for all students.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
5-Sep-18	21-Jun-18	The assessment Team will create quarterly user-friendly assessment calendars to send home to the parents to increase their awareness.
5-Sep-18	21-Jun-18	Teachers will review student data all year long with parents, especially during Parent Teacher Conference Nights
5-Sep-18	21-Jun-19	Parent Liaison will create and administer Parent Surveys at least 3 x during the 2018-2019 school year to gather parent feedback.