

LEA Name:	
LEA BEDS Code:	261600010120
School Name:	Henry Lomb School 20

ENTER DATA INTO ALL YELLOW CELLS.

**2018-2019 School Comprehensive Education Plan (SCEP)**

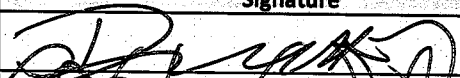

Contact Name	D' Onnarae Johnson	Title	Principal
Phone	585-325-2920	Email	donnarae.johnson@rcsdk12.org
Website for Published Plan	rcsdk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	7-30-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	7-26-18

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+C17. 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.



## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school years 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:

**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").**

Limited Degree (Fewer than 20% of goals were achieved.)

Partial Degree (Fewer than 50% of goals were achieved.)

Moderate Degree (At least 50% of goals were achieved.)

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").**

Limited Degree (Fewer than 20% of activities were carried out.)

Partial Degree (Fewer than 50% of activities were carried out.)

Moderate Degree (At least 50% of activities were carried out.)

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**

Limited Degree (No identified subgroups improved achievement.)

Partial Degree (Some of the identified subgroups improved achievement.)

Moderate Degree (A majority of identified subgroups improved achievement.)

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").**

Limited Degree (There was no increase in the level of Parent Engagement.)

Partial Degree (There was a minor increase in the level of Parent Engagement.)

Moderate Degree (There was modest increase in the level of Parent Engagement.)

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").**

Limited Degree (Fewer than 20% of planned activities were funded.)

Partial Degree (Fewer than 50% of planned activities were funded.)

Moderate Degree (At least 50% of planned activities were funded.)

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").**

Tenet 1: District Leadership and Capacity

Tenet 2: School Leader Practices and Decisions

Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions

Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

**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

All teachers were expected to implement small group instruction.

- 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

Learning targets were stressed and required to be displayed in lesson plans as well as visually displayed for students to see. Moreover, differentiation of instruction was stressed at the intermediate level to identify students who were on, above and below grade level.

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

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

Instructional Expectations will include: a mini-lesson, work time, closing and an end of lesson assessment. Teachers will analyze student ELA and math assessment data during grade level meetings. Clear expectations will be established for student behavior throughout the school building. Finally, Improved parent involvement through the use of data about parent participation at school events.

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

Improve student performance on the NYS ELA and math examinations by 10%.

- 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.

**Educational excellence with a vision for the future including the social, emotional, safety and wellbeing of all. Through improved student performance on the NYS examinations, students will achieve the goal of educational excellence.**

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

**Improve student performance on the NYS ELA and math examinations by 10% in all subgroups.**

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

**School structures that will drive implementation include: grade level meetings and professional development.**

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

**Scheduling is a barrier that we will not be able to change this year due to District technology limitations. Teacher buy in.**

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

**Teachers will be provided with professional development throughout the year to address school wide behavioral expectations as well as data driven instruction.**

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

**The methods that will be used by school leaders to strengthen relationships will include: personal dialogue, constructive feedback and team building activities.**

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

**Henry Lomb School 20 website, email and hard copies will be available upon request. Moreover, a copy will be sent to teachers via google docs.**

**PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.**

**This is an area that is handled exclusively by RCSD.**

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 28 - March 2, 2017
<b>B2. DTSDE Review Type:</b>	State Review

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	By March 14, 2017, the school leaders should organize teacher focus walks during ELA and math lessons that target the school's instructional expectations, including: • a mini lesson where the learning intention is explained and posted for students to see and reference during the lesson; • a work time when students complete grade level activities that are accurately matched to their achievement levels, particularly for those students who are above or below grade level; and • an end of lesson assessment that links to the learning intention and assesses how well students have learned during the lesson. The school leaders should give teachers written, actionable feedback on how well they are progressing and revisit classes to ensure
---	--

<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Administrators will conduct walkthroughs and classroom observations to ensure that 100% of teachers differentiate instruction. Administration will conduct 1 walkthrough or observation for each teacher bi-monthly beginning in September 2018 and ending in April 2019.
--	---

<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	#REF!
--	-------

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2018	5/20/2019	Administrators will conduct monthly classroom walkthroughs to ensure differentiation occurs in 100% of classrooms during ELA and math instruction. Walkthroughs will take place weekly each month. In order to meet the specific needs of each child, teachers need to differentiate their instruction. The walkthroughs will ensure that differentiation is occurring based on data driven instruction.
9/1/2018	5/27/2019	Administrators will provide feedback within 5 days after each monthly walkthrough to review their walkthrough data. The following areas will be monitored: assessment, differentiation, and lessons contain the CCLS/Learning Standards.
9/6/2018	6/1/2019	Administrators will meet one time each month to discuss walkthrough data and next steps with the Leadership Team. Each administrator will provide specific support to teachers based on the data gathered during walkthroughs within 5 days. Teachers who are identified as needing assistance in any of the areas will be coached by either the ELA or Math Coach to improve in that area.
9/8/2018	9/25/2019	Administrators in collaboration with teachers will develop a schedule for ELA and math grade level meetings in which data analysis of student assessments will be discussed. The schedule will be disseminated to the staff on 9/25/2018.
9/8/18	6/1/19	Administration will attend one monthly meeting to ensure that ELA and math data analysis are being used to inform instruction. Moreover, the coaches will attend one grade level meeting each month. The meetings will be rated based on the following criteria: Y - Student data analyzed No - No student data analyzed.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 28 - March 2, 2017
<b>B2. DTSDE Review Type:</b>	State Review

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	By March 6, 2017, in collaboration with the district staff, school leaders should ensure that each teacher analyzes their ELA and math assessment data during grade level meetings to plan grade level activities that accurately match the achievement levels of students in their classes, especially for students performing above or below grade level.
---	---

<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	100% of teachers will receive feedback within 5 days of monthly walkthroughs/observations and lesson plan checks to include evidence of the use of learning targets, formative assessments and differentiation as indicated by 1c, 1f and 3c of the Danielson Rubric leading to increased student achievement through improved teacher practice. Moreover, administrators and or the AIS coaches will attend one grade level meeting monthly to ensure that ELA and math data are being analyzed during grade level meetings from September 2018 to April 2019.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	#REF!

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2018	5/20/2019	Administrators will conduct monthly classroom walkthroughs to ensure differentiation occurs in 100% of classrooms during ELA and math instruction. Walkthroughs and observations will take place weekly each month. In order to meet the specific needs of each child, teachers need to differentiate their instruction. The walkthroughs will ensure that differentiation is occurring based on data driven instruction.
9/1/2018	5/27/2019	Administrators will provide feedback within 5 days after each monthly walkthrough or observation to teachers. The following areas will be monitored: assessment, differentiation, and lessons containing the CCLS/Learning Targets.
9/6/2018	6/1/2019	Administrators will meet one time per month with the Leadership Team to discuss walkthrough data and next steps. Each administrator will provide specific support to teachers based on the data gathered during walkthroughs within 5 days of each walkthrough or observation. Teachers who are identified as needing assistance in any of the areas will be coached by one the the coaches to improve in that area.
9/8/2018	9/25/2019	Administrators in collaboration with teachers will develop a schedule for ELA and math grade level meetings in which data analysis of student assessments will be discussed. The schedule will be disseminated to the staff on 9/25/2017.
9/8/18	6/1/19	Administration will attend one monthly meeting to ensure that ELA and math data analysis are being used to inform instruction. Moreover, the coaches will attend one grade level meeting each month. The meetings will be rated based on the following criteria: Y - Student data analyzed N - student data analyzed.



### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 28 - March 2, 2017
<b>B2. DTSDE Review Type:</b>	State Review

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	By March 13, 2017, teachers should ensure that their instruction for ELA and math contains: • a learning intention that is explained, posted for students to see, and referenced during the lesson; • grade level activities that are accurately matched to student achievement levels, particularly for students who are performing above or below grade level; and • an assessment that links to the learning intention and assesses how well students have learned by the end of the lesson.
---	---

<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	100% of teachers will rate themselves on the following elements: differentiation in their lesson plans as well as in instructional groups, learning target/essential question reflecting CCLS in both the lesson plans and evident in instruction and assessments/ DDI. Moreover, teachers will conduct focus walks with the leadership team to monitor their own progress.
--	---

<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	#REF!
--	-------

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/25/2018	6/1/2019	Administrators will develop a rating sheet (Focus Walk Sheet) for the Leadership Team and teachers to use when rating themselves on the following elements: differentiation in their lesson plans as well as in instructional groups, assessments, learning target/essential question in both the lesson plan as well as evident during instruction and inclusion of the CCLS in all lesson plans. Each area will be rated E – Evident or NE – Not Evident. The form will be complete by 9/25/18.
9/1/2018	4/27/2019	Teachers will rate themselves three times per year (September, December and April) on the following elements: 1. Differentiation in their lesson plans as well as in instructional groups 2. learning target/essential question reflecting CCLS in both the lesson plans and evident in instruction 3. Assessments/ DDI.
10/1/2018	5/27/2019	Teachers will provide professional development to one another on the focus walk elements based on their ratings in October, January and May (Focus Walks). Teachers will participate in professional development offerings which they will teach as a way of developing collaboratively and professionally.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 28 - March 2, 2017
<b>B2. DTSDE Review Type:</b>	State Review

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	In collaboration with student support staff and the Character Counts committee, the school leader should establish and enforce clear expectations for student behavior in locations such as classrooms, hallways, and the café by March 20, 2017.
---	---

<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By September 2017, 100% of staff will participate in training on the Time to Teach model to improve student behavior. Student behavior will be monitored monthly to determine trends of positive and negative behaviors to decrease the number of referrals to the office by 10%.
--	---

<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	#REF!
--	-------

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/5/2017	10/30/2018	100% of staff will receive training on America's Choice Rituals and Routines.
1/5/2019	1/15/2019	100% of staff will receive training on America's Choice Rituals and Routines (Mid-Year Refresher).

