LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 22

### ENTER DATA INTO ALL YELLOW CELLS.

# 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Clinton Bell			1	Title Principal
Phone					Email Clinton.Bell@rcsdk12.org
Website for Published Plan	www.rcsdk12.org	5			

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.

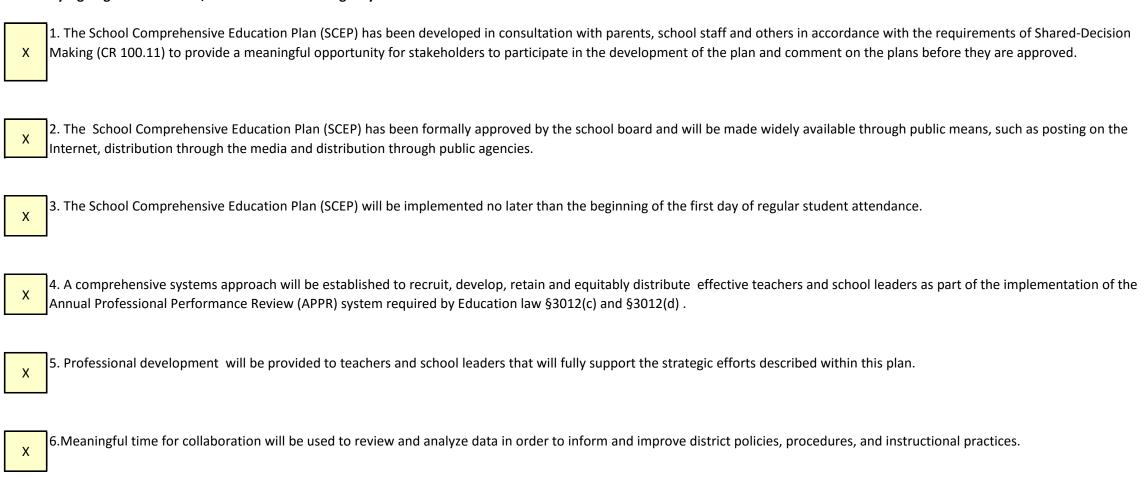
#### THE SIGNATURES BELOW CONFIRM APPROVAL.

	TO TO THE PART OF	
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:



### **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)
June 11, 2018	School 22		
June 18, 2018	School 22		
July 6, 2018	School 22		

Name	Title / Organization	Signature
Nicole Felczak	Teacher	nicoly (selgrate)
Colleen Tyler	Reading Teacher	Collegated
aShara Evans	Assistant Principal	
Clinton Bell	Principal	182 50 Sell
David Polonia	Assistant Principal	A Selling
indsey Jackson	Teacher	Lendsen Jack Son
haron Key-Ward	Teacher	- Sho bay
Rachael Hibbard	Teacher	Rachael Subpara
Sabby Lahoda	Reading Teacher	Salville Rahuda.
en Gentile	Special Education Teacher	Cenniles Centile
Toemeka Brown	Parent	
Noel Colon	TATE TO BE TO THE TENT OF THE PROPERTY OF THE	nul abril
Mauria Citte	Parent	Mum
		1/2 )
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### **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").
	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.)
Х	
	Moderate Degree (At least 50% of activities were carried out.)
	Major Degree (At least 90% of activities were carried out.)
_	Data the decrease which the estimate identified in the consideration and complete the constant and the identified colors as (2001).
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").
	Limited Degree (No identified subgroups improved achievement.)
X	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.)
х	
	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").
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
	v I Tenet 5: Student Social and Emotional Develonmental Health

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).

Classroom teachers met consistently during PLC's and collaborated on curriculum and 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 expectations for sustainability moving forward.

Intervention teachers and coaches readjust schedule to provide more time for student interventions.

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

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

Feedback loop for adminsitration to provide support to invidual teachers

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

**Curriculum and instruction** 

• 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.

Guiding principals are HELPP - Here, Engaged, Learning, Prepared and Participaing. These guiding principals are woven into the goals and activities of our SCEP plan.

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

Grade level teams will identify targeted students and provide them with intervention. Students are identified by NWEA and NYS assessment, as well as CKLA skills assessments.

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

Vertical teams and grade level PLC meetings will drive most of the implementation through weekly meetings and learning walks

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

student attendance and school location - we have an attendance committee that meets weekly to identify needs of students and families. We have a Community Engagment Team that supports the connection of stakeholders

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

This year professional development will focus on the new writing program - Being a Writer and also math instruction with Jeff Mikols

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

implementing weekly principal bulletin which will keep staff informed of school goals and initiatives. School newsletter that goes home to parents monthly. Robo calls and home visits. Implementing Google folder to share information between committees.

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

it will be posted on the RCSD website

## **Tenet 2: School Leader Practices and Decisions**

Tenet 2 - School Leader Practices and Decisions	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.
B1. Most Recent DTSDE Review Date: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.	Nov-17
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	District led with outside educational expert
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.	Based on the DTSDE state review in November, 2017, there is a gap in specific feedback given to individual staff.
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.	School leader will develop a performance feedback loop that results in a differentiated way of responding to individual staff strengths and needs.  Administration will continue to meet with PLC grade level teams monthly and add quarterly meetings with individual teachers.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly meetings will review: Informal Classroom Visit Data, student engagement lesson planning, implementation of new writing program, and reciprocal communications data with parents

E1. Start Date:	E2 End Data: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
Identify the projected		Goal, and Gap Statement should be clear.
start date for each	date for each activity.	
activity.		Specifically describe each activity that will support the monitoring and implementation of your Smart Goal.
	***The activity itself	
	should reference the	- Who will be responsible for completing each activity
	frequency of	- Who will participate in each activity
	implementation, i.e.,	- How often each activity will take place
	weekly, monthly, bi-	- What the district will look at to determine if implementation is successful.
	monthly, quarterly,	
	etc.	Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-18	weekly principal bulletin: including school priorities and goals
		schedule monthly meetings with PLC
		update walkthrough template
		schedule quarterly meetings with individual staff

## **Tenet 3: Curriculum Development and Support**

31. Most Recent DTSDE Review Date: 32. DTSDE Review Type:  C1. Gap Statement: Create a clear and concise statement that addresses the originary 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.  C2. Leading Indicator(s): Identify the specific washington, the projected and indicators that will be used to monitor progress toward the goal.  C3. Start Date:  C4. Start Date:  C5. Start Date:  C6. Gap Statement. The goal  C7. Action Plan; Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART dentify the projected and data of the projected and dat			
Support    Common Core Learning Students and are modified for identified Sugroups in order to maximize teacher instructional practices and student-learning outcomes.   Nov-17	Tonot 2 - Curriculum Dovolonment and		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the
31. Most Recent DTSDE Review Date: 32. DTSDE Review Type:  C1. Gap Statement: Create a clear and concise statement that addresses the originary 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.  20. SMART Goal: Create a goal that directly for the 2018-2019 school year, a weekly schedule will be developed for the grade level PLC, which will include: instructional data; intervention; etchnology; instructional practices; planning; differentiation; rigorous academics; engaging learning; authentic relationships; and social excellence. Ambitious, Results-oriented, and Timely.  20. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.  21. Start Date: 22. End Date; Identify the projected and data for each activity with will be responsible for completing each activity; who will participate in each activity, who will be 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.  23. Eaction Date; Identify the projected and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity.  24. Each Date; Identify the projected and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity.  25. Eaction Date; Identify the activity who will developed for the grade level PLC, which will developed for the grade level PLC, which will include: instructional data; intervention; determined from the project developed for	Support		Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional
21. Gap Statement: Create a clear and concise statement that addresses the corniarry 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.  21. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.  22. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.  23. STAT Date:  43. Action Plan; Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal; the different as a result of the datart date for each activity.  24. Leading Indicator(s): Identify the projected and the projected end deart date for each activity.  25. Lead activity and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity administly multiple medicator for school year addressing and school base will develop PLC calendar for school year addressing and school base will develop PLC calendar for school year addressing and school base will develop PLC calendar for school year addressing and school base will develop PLC calendar for school year addressing and school base will develop PLC calendar for school year addressing and in will melt monthly with pic to review caledar and progress monitor teams			practices and student-learning outcomes.
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E1. Start Date: Identify the projected date for each activity.  May-18  May-18  May-18  May-18  Septeber 2018  B2. End Date: Identify 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.  May-18  Septeber 2018  Jun-19  Jun-19			PLC calendar, professional development calendar
E1. Start Date: Identify the projected the projected end date for each activity.  May-18  May-18  May-18  Septeber 2018  E2. End Date: Identify 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  May-18  Septeber 2018  In-19  In-19  Jun-19  Ju			
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May-18 May-18 Classroom teachers given needs assessment survey  Aug-18 Septeber 2018 leadership and school base will develop PLC calendar for school year  Sep-18 Jun-19 admin will meet monthly with plc to review caledar and progress monitor teams			
May-18 May-18 classroom teachers given needs assessment survey  Aug-18 Septeber 2018 leadership and school base will develop PLC calendar for school year  Sep-18 Jun-19 admin will meet monthly with plc to review caledar and progress monitor teams		date for each activity.	
Aug-18 Septeber 2018 leadership and school base will develop PLC calendar for school year Sep-18 Jun-19 admin will meet monthly with plc to review caledar and progress monitor teams	activity.		and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity
Sep-18 Jun-19 admin will meet monthly with plc to review caledar and progress monitor teams	May-18	May-18	classroom teachers given needs assessment survey
	Aug-18	Septeber 2018	leadership and school base will develop PLC calendar for school year
19-Sep 19-Jun admin will meet weekly with leadership team to monitor progress of grade level teams	Sep-18	Jun-19	, ,
	19-Sep	19-Jun	admin will meet weekly with leadership team to monitor progress of grade level teams

## **Tenet 4: Teacher Practices and Decisions**

Tenet 4 - Teacher Prac	rtices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students
Tenet 4 Teacher Fra	ctices and Decisions	know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSD	DE Review Date:	
B2. DTSDE Review Typ	pe:	
C1. Gap Statement: Ci	reate a clear and	According to our DTSDE review, there is a gap data collection from focused walkthroughs and the implementation of scheduled learning walks.
concise statement tha		recording to our properties, there is a gap data concession from recased transmission of scheduled learning transmission.
primary gap(s) to be a		
statement should be b		
comprehensive needs		
to incorporate feedba		
of the most recent DT	SDE review and other	
applicable data.		
	•	In the 2018-2019 school year, administration will schedule monthly learning walks for teachers and develop a checklist of elements that teachers will
addresses the Gap Sta	atement. The goal	use during the learning walks. Teachers will then review collected data during PLC in order to reflect on and identify areas of strength and need.
should be written as S	Specific, Measurable,	
Ambitious, Results-ori	iented, and Timely.	
D2. Leading Indicator	(s): Identify the specific	strength/need completed reflection form
indicators that will be		
progress toward the g		
progress toward the g	Joan.	
	l== = 1= · · · · · · · ·	T
	-	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
Identify the projected		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
start date for each	date for each activity.	the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place;
activity.		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.
Aug-18	Sep-18	leadership and school base will develop checklist of classroom components for learning walks and reflection form
		develop a schedule for learning walks
Oct-18	May-18	teachers will participate in at least 2, with the goal of 4, learning walks and provide feedback to colleagues
		teachers will complete reflection form to be discussed with admin during quarterly meetings

## **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 DTSD	DE Review Date:			
<b>B2. DTSDE Review Typ</b>	oe:			
C1. Gap Statement: Cr	reate a clear and	According to the DTSDE review, there is a gap in communication among the Multi Tiered Systems of Support Team, Restorative Practices Team,		
concise statement tha	nt addresses the	Attendance Team, Administration Team, Leadership Team, and Academic Coaches in regards to sharing social emotional and academic student data.		
primary gap(s) to be a	ddressed. This			
statement should be b	based on a			
comprehensive needs	assessment. Be sure			
to incorporate feedba				
of the most recent DT	SDE review and other			
applicable data.				
D1 SMART Goal: Cres	ate a goal that directly	Using Google Docs, the teams will work together to create a system for sharing information about students on their various needs.		
addresses the Gap Sta		osing doogle bots, the teams will work together to create a system for sharing information about students on their various needs.		
should be written as S	~			
Ambitious, Results-ori				
Ambitious, Results-on	ienteu, and minery.			
D2 Landing Indicator/	/a\. Idam#if: #ba amaaifia			
indicators that will be		Google folder with student information		
progress toward the g	goai.			
E1 Stort Date:	F2 Fnd Data: Identify	C2. Action Plans Potail cook action that will take place in order to achieve the identified CNAADT Cool. Alignment between the Action Plans CNAADT		
E1. Start Date: Identify the projected		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;		
	uate for each activity.	and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity		
activity.		should be written in its own cell.		
18-Sep	18-Jun	create & maintain folder for shared student data		
18-Sep	18-Jun	monthly meetings with a representative from each of the above teams to discuss student progress & evaluate areas of need		
10-3ер	10-3011	Informity meetings with a representative from each of the above teams to discuss student progress & evaluate areas of need		

## **Tenet 6: Family and Community Engagement**

Tenet 6 - Family and 0	^ommunity	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for
	Community	
Engagement	SER. L. B.L.	student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSI		
B2. DTSDE Review Typ	pe:	
C1. Gap Statement: C		According to our DTSDE review, School 22 needs to improve its parent participatation and look into forming a PTO.
concise statement that	at addresses the	
primary gap(s) to be a	addressed. This	
statement should be I	based on a	
comprehensive needs	assessment. Be sure	
to incorporate feedba	ick from the rationale	
of the most recent DT	SDE review and other	
applicable data.		
D1. SMART Goal: Cre	ate a goal that directly	School 22 will improve its parent participation through continued monthly morning breakfasts and school expos. Our goal is to provide parents with
addresses the Gap Sta	atement. The goal	a voice and professional development opportunities of how they can help their child(ren) be successful in school.
should be written as S	Specific, Measurable,	
Ambitious, Results-or	iented, and Timely.	
D2. Leading Indicator	(s): Identify the specific	attendance to monthly breakfasts and expos
indicators that will be		accendance to monthly predictable and expos
progress toward the g		
progress toward the g	Journ	
E4 Chart Data	F2 Fud Data (dautific	F2 Astis Disc. Datail and action that will take place in and the action the identified CASART Coal Alignment between the Astis Disc. CASART
E1. Start Date:	•	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
Identify the projected		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
start date for each	date for each activity.	the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place;
activity.		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.
18-Sep	Jun-18	develop a monthly schedule for breakfasts that includes professional development topics
		schedule quarterly expos
		seek teachers to help organize PTO