

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 42

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

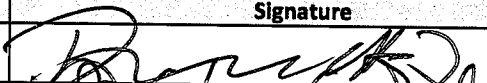
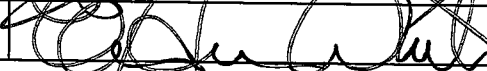
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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.

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

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

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").

- | | |
|---|---|
| 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").

- | | |
|---|---|
| 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

- | | |
|---|--|
| X | 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").


- | | |
|---|--|
| 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

- | | |
|--|--|
| | 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 |
| X | 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

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 SBPT was able to identify three areas learning targets, differentiated strategies and assessment to be included in all lesson plans.
Implementation of a Restorative Help Zone.

- 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.

Due to leadership changes and inconsistent implementation of initiatives with limited data, midcourse corrections were not evident.

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

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

Implementation of a new reading and writing program Be a Reader, Be a Writer. Full implementation of Zearn Math K-5. Creation of a instructional walk through schedule with feedback from administration. Increased parent involvement and communication.

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

Decrease in 5% of chronic absenteeism. Decrease by 10% in suspension. Increase by 10% in proficiency in ELA and Mathematics 3-6 NYS testing.

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

As the School #42 Learning Community, it is our mission to celebrate diversity and nurture a sense of hope in all of our children so that they can believe in themselves, aspire to fulfill their dreams and achieve success in the 21st Century."

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

NA

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

With new leadership and plans for consistent leadership team meetings, scheduled walk throughs, targeted feedback and a focused PD plan along with PD in restorative practice with a focus on social emotional supports and MTSS meetings improvements in academic achievement in ELA, Math and Science will be evident. The focus on social emotional supports will also support the academic achievement through better relationships between teachers and students and the use of a restorative approach to solve conflicts.

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

Anticipated barriers include an implementation dip due to a change in the curriculum for ELA and full implementation of Zearn K-5 for Math, disruption to the intervention schedule due to lack of substitute coverage and lack of parent support and involvement.

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

The PD plan is currently in development but training has been planned in August for Be a reader, Be a Writer and in July for Zearn Math.

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

Administration will attend grade level meetings, send out a weekly electronic bulletin, participate and lead book talks and collegial circles and share celebrations on social media and school web site.

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

The plan will be posted on the school web site, available in the main office and a link provided on social media.

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
B1. Most Recent DTSDE Review Date:	April 24-26, 2018
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE Review the team identified a need for a walk through tool and schedule. The review team noted the walk through process should expedite actionable written feedback to teachers.
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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.	By June 2019 Administration will have completed 100% of informal walk throughs and teachers will be provided actionable feedback quarterly on key instructional priorities.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	A quarterly walk through schedule Keep an inventory of walk through data points Provide written feedback to teachers Observational data
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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.
September	June	Create walk through schedule
September	June	Create google drive for administration with walk through data

September	June	Teacher provided written feedback from walk through within 24 hours
August	October	Create year long PD plan with topics
September	June	Maintan minutes from Leadership Team meetings in google drive

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:	April 24-26, 2018
B2. DTSDE Review Type:	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.	As a result of the DTSDE review a lack of key instructional priorities was identified.
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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.	By June 2019 all instructional staff will have implemented with 100% fidelity the Be a Reader, Be a Writer and Zearn Math (K-5)
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Systematic review of lesson plans Walk through data Teacher attendance at professional development

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
Aug-18	Aug-18	Teachers will attend a two day PD on implementing Be a Reader, Be a Writer
1-Jul	1-Jul	Team of teachers attend Zearn implementation training
September	June	Administration to review lesson plans during walk throughs
Sep-18	Oct-18	Comprehensive PD Plan developed (grade level meeting topics, collegial circles and workshops)
Septmeber	June	Teachers participate in PD outside of the work day

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:	April 24-26, 2018
B2. DTSDE Review Type:	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 Review during the 2017-2018 school year the team indicated a need for more effective use of learning targets as teaching tools. Learning targets were not referenced during instruction, not used as a check for student understanding and not written in student friendly language.
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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.	By June 2019, 100% of teachers will have developed and implemented learning targets for the Be a Reader, Be a Writer and Zearn curriculum aligned to the Next Generation Standards and written in student friendly language.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PD on writing learning targets On-going collegial circle on use of learning targets for instruction and assessment Data collection based on walk throughs

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.
September	June	On-going PD on writing learning targets, creating success criteria and measuring outcomes.
September	June	PD on Next Generation Standards
September	June	Grade level meeting time to create Next Generation standards in student friendly language

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:	April 24-26, 2018
B2. DTSDE Review Type:	Distirct 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 Report in April 2018 the team identified there was no clear system in place for the social emotional development of 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.	By June 2019 80% of the staff will be trained in Restorative Practices and Circles from the International Institute on Restorative Practice (IIRP).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PD on Restorative Practice and Circles Collegial Circles and Book talks on various Social Emotional Topics Needs Assessment for staff on Social Emotional needs for the building Detailed MTSS flow chart for behavior interventions

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.
Dec-18		PD on Restorative Practice
September	February	PD on circles
Septmber	November	Create MTSS Flow Chart
September	October	PD Classroom Rituals & Routines
September	December	PD on SWPBS aligned to Restorative Practice
September	June	Data Collection & Anaysis of discipline referral, help zone, and MTSS referrals
September	September	Staff needs assessment on survey monkey on climate & culture of the building

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:	April 24-26, 2018
B2. DTSDE Review Type:	District Led with Outside Educaional 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 April 2018 DTSDE Report the team identified a lack of consistent parent involvement and frequent and timely parent communication as an improvement area.
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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.	By June 2019 parents will have received a quarterly newsletter, opportunities to follow the school 42 Twitter page, and join the School 42 Facebook page. By Novmber 2018 two parents will join the SBPT. By January 2019 a Parent Teacher Organiziation will be created.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Promote School 42 web site, Twitter page and Facebook page at all parent events Provide links/information to the School 42 web site, Twitter page and Facebook page on al written communication Pending support of the SBPT create a schedule for a face to face parent teacher conferences in the first semester Hold community forums with parents to seek PTO volunteers

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.
Septemebr	June	Parent newsletter sent home and posted on web site quarterly
September	June	Promote the School 42 web site and social media pages
Septembr	December	SBPT to support a face parent teacher conference in the first semester
September	November	Hold community forums