LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 43

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Richard Smith			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.

THE SIGNATURES BELOW CONTINUI 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:

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. Z. 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 linternet, 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.		
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.	Х	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.
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X .	ı x	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).
X .		
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.	Х	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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	Х	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)	Loca	ations(s)	Meeting Date(s)	Location(s)
September 18, 2017	Library		6/1/2018	Library
October 16, 2017	Library		22-Jun-18	Library
November 20, 2017	Library			
January 22, 2018	Library			
March 19, 2018	Library			-

Name	Title / Organization	Signature
Richard Smith	Principal #43	
Chanta Willis	Assistant Principal #43	Mallis
Kara Stadt	Special Education/Rtl Intervention Specialist #43	m
Michele Johnstone	Teacher	15.
Stephen Kornaker	Teacher	Michael Tohnatere
Lisa Alexander	Parent Liaison #43	hasa Dexander
Heather DeVos	Lead School Secretary #43	Heletes Delos
Terri Vernon	Parent Rep School #43	Jun Win
John F Yockel	Psrent/Community Rep School #43	John 7 yock. &

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. Ra	ate 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.)
Х	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)
2. Ra	ate 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.)
х	Moderate Degree (At least 50% of activities were carried out.)
	Major Degree (At least 90% of activities were carried out.)
3. Ra	ate 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.)
х	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. Ra	ate 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	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. Ra	ate 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. Id	lentify in which Tenet the school made the most growth during the previous year (Mark with an "X").
	Tenet 1: District Leadership and Capacity
Х	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
х	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental 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).

A significant impact noticed was the attendance of the professional development offered at the building level. An average rate of approximately eighty percent attendance of those who registered for ABL and/or Seven Strategies. In the Engagement through Techonology PD, many participants developed instructional plans for school use and are developing instructional materials for Breakout (technology support resource) that will engage students in content areas of math, ELA, SS and Science. In addition, we now have teachers considering facilitating their own collegial circle professional development opportunities based on what they believe to be needed for teacher and student success.

• 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.

Goals were set for the year and spread out to endure the length of 207-2018 as no adjustments were made/needed at midpoint.

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

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

Professional development opportunities led by instructional leadership team as well as grade level leaders;

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

Identified needs include student engagement strategies and higher order thinking questions

• 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.

The guiding principles are preparing students with skills that allow them to manuever towards higher education and/or other opportunities of advancement. It is the belief that students not only need to have knowledge in the core content areas but that they also need to have experiences in self-reflection/evaluation, collaboration, giving and receiving feedback, and growth mindset strategies in order to move towards success. The guiding principles will support the creation of professional development opportunities

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

As per district standards, target of 10% growth/progress

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

School sturctures of observations and walk-throughs will drive the implementation

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

Anticipated barriers that may impact the ability to accomplish the mission include limited particpation by staff (less than 100% participation) in professional development opportunities offered; less than 100% participation by staff in intiatives.

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

Professional development opportunites will continue to focus on student engagement, building upon strategies that were emphasized in the Seven Strategies for the Assessment of Learning which includes learning targets, rubrics, success criteria, student conferencing and reflection, student assessment and evaluation, goal setting, teacher reflection, effective feedback etc. The professional development opportunities for the upcoming year are still in planning stages

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

School leaders have an open door policy which provides an opportunity for school staff and the community to communicate concerns and suggestions for the betterment of the school. Methods of communication include email, weekly bulletins, staff meetings, etc.

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

Communication vehicles include email, school website, newletters/bulletins, phone communication including robocalls, etc.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and	Visionary leaders create a school community and culture that lead to success, well-
Decisions	being and high academic outcomes for all students via systems of continuous and
B1. Most Recent DTSDE Review Date:	October 17 to 19, 2017
B2. DTSDE Review Type:	District Led Review

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 schools 2017/2018 School DTSDE Review, the school has identified the need for the development of clear, actionable, written feedback to staff about their planning and instructional delivery with evidence to support recommendations around both the Danielson Rubric elements and school wide goals with a mechanism for teacher to share their progress.

	By June 2019, 85% of classroom teachers will have received clear, actionable, written
addresses the Gap Statement. The goal	feedback about their planning and instructional delivery with evidence to support
should be written as Specific, Measurable,	recommendations around both the Danielson Rubric elements and school wide goals
Ambitious, Results-oriented, and Timely.	with a mechanism for teachers to share their progress throughout the 2018/19 school
	year.
D2. Leading Indicator(s): Identify the specific	Teacher participation/attendance in Professional Development regarding Danielson
indicators that will be used to monitor	Rubric ElementS aligned to Superintendent Conference Days and Half Days.
progress toward the goal.	Quarterly Classroom Visit Data aligned to Danielson Rubric. Quarterly
	Teacher Progress Data

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the
Identify the projected	the projected end	identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap
start date for each	date for each activity.	Statement should be clear. Specifically describe what each planned activity is and
activity.		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.
Aug-18	Sep-18	Development of Danielson Rubric Elements PD and Classroom Visit Data form.
Sep-18	May-19	Implementation of Danielson Rubric Elements PD
Sep-18	Jun-19	School leaders will collate leading indicators data quarterly so that the data is in a
		format that can be reviewed and analyzed by the leaders so they may determine
		progress towards achieving this goal.
Sep-18	Jun-19	The school leaders and the School Focus Teams will meet quarterly to review leading
		indicator data and DCIP actions so that they may monitor the progress of the DCIP
		SMART goal achievement.

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				
Tenet 3 - Curriculum Development and		Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional				
Support		practices and student-learning outcomes.				
B1. Most Recent DTSD	E Review Date:	October 17 to 19, 2017				
B2. DTSDE Review Typ		District Led Review				
21. 2. 021 Noview 1. 7 p		District Lear Neview				
C1. Gap Statement: Cr	eate a clear and	As evidenced by the schools 2017/2018 School DTSDE Review, teachers should include higher order thinking questions, complex text, and discussion				
concise statement tha	t addresses the	topics in their daily lesson plans. These efforts should be undertaken with the end goal of meeting student needs through an appropriately rigorous				
primary gap(s) to be a	ddressed. This	curriculum, complex materials and appropriate and diverse pedagogical strategies.				
statement should be b	pased on a					
comprehensive needs	assessment. Be sure					
to incorporate feedba	ck from the rationale					
of the most recent DTS	SDE review and other					
applicable data.						
D1. SMART Goal: Crea	ato a goal that directly	By June 2010, 80% of teacher lesson plans will include student engagement strategies that supports students responding to higher order thinking				
	•	By June 2019, 80% of teacher lesson plans will include student engagement strategies that supports students responding to higher order thinking				
addresses the Gap Sta should be written as S	~	questions as evidenced by student engagement, lesson plann look fors collected by administrators.				
Ambitious, Results-oriented, and Timely.						
	-\.	Ourtails Ct. days Francisco to Landa Francisco Discussion Discussion days				
indicators that will be		Qurterly Student Engagment Lesson Plan Look For data.				
progress toward the g	Odi.					
F1 Stort Date:	F2 Fnd Data Identify	C2. Action Plans Datail and action that will take place in order to achieve the identified SMADT Coal. Alignment between the Action Plan SMADT.				
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				
start date for each		the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and				
activity.	date for each activity.	what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should				
,	Luc 40	School leaders will present the lesson planning expectations to teachers				
Sep-18	Jun-19	· · · · · · · · · · · · · · · · · · ·				
Sep-18	Jun-19	School leaders and SBPT will meet quarterly to review. School leaders will collate leading indicator data quarterly so that the data is disseminated to staff				
Sep-18	Jun-19	Intervention Teachers will provide push in instruction for identified classes.				
Sep-18	Jun-19	Intervention reachers will provide pash in histraction for identified classes.				

Tenet 4: Teacher Practices and Decisions

ITenet 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:	October 17 to 19, 2017
B2. DTSDE Review Type:	District Led Review

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 schools 2017/2018 School DTSDE Review, teachers need to provide quality, actionable feedback, whether written or verbal, on all student work using rubrics, checklists and/or success criteria for students to self-assess to promote student independence and foster their taking charge of their own learning goals.

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.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal

By June 2019, teachers will provide targeted and written feedback to 100% of students on both formative and summative assessments in order for students to self-assess to promote student independence and foster their taking charge of their own learning goals.

<u>D2. Leading Indicator(s)</u>: Identify the specindicators that will be used to monitor progress toward the goal.

<u>D2. Leading Indicator(s):</u> Identify the specific | Quarterly Informal Classroom Visit Data via Student Data Binders/Folders.

Professional Development opportunities offered throughout the school year in regards to rubrics, checklist and student engagement.

E1. Start Date:	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
Identify the projected	the projected end	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; and
activity.		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.
Sep-18	Jun-19	Professional Development opportunities offered throughout the school year in regards to rubrics, checklist and student engagement.
Sep-18	Jun-19	Monthly Grade Level Team Meetings focused on teacher feedback and student developed learning goals.
Sep-18	Jun-19	Quaterly informal classroom visit
Sep-18	Jun-19	Intervention Teachers will provide push in instruction for identified classes.
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Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health B1. Most Recent DTSDE Review Date: B2. DTSDE Review Type:		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. October 17 to 19, 2017 District Led Review
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 schools 2017/2018 School DTSDE Review, school-wide systems which support the social and emotional developmental health of students will be codified in a written document, kept updated, and shared with all relevant stakeholders.
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. D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		By June 2019, 90% of student social emotional needs will be identified with a responsive targeted action plan.
E1. Start Date: Identify the projected start date for each activity. Sep-18 Sep-18	the projected end	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. TCC and the GRHF will assist in developing surveys, inventories to identify areas of need and to develop an action plan. Weekly Rtl/ESS Team meetings to identify students in need and develop interventions.

Tenet 6: Family and Community Engagement

B1. Most Recent DTSDE Review Date: B2. DTSDE Review Type: District Led Review 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. 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. D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. E1. Start Date: Identify the projected date for each activity, who will be responsible for completing each activity, who will perspossible for completing each activity, who will participate in each activity; how often each activity should be written in its own cell.	Tenet 6 - Family and Community		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for
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. 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. D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. E1. Start Date: Identify the projected start date for each activity. E2. End Date: Identify the projected start date for each activity. E3. End Date: Identify the original of the school of the school of the completing each activity; who will participate in each activity, how often each activity, who will be responsible for completing each activity; who will participate in each activity, bow often each activity should be written in its own cell.	Engagement		student academic progress and social-emotional growth and well-being.
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. 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. D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. E1. Start Date: Identify the projected end date for each activity, who will be responsible for completing each activity, who will be responsible for completing each activity; who will be responsible for completing each activity; who will be written in its own cell.	B1. Most Recent DTSDE Review Date:		October 17 to 19, 2017
outlines expectations around school-wide processes and procedures. The Parent Handbook, along with the Website, should be updated and expanded to reflect changes to these practices and procedures as each new school year begins. 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. D2. Leading Indicator(s): identify the specific indicators that will be used to monitor progress toward the goal. E1. Start Date: Identify the projected data for each activity the projected start data for each activity. E2. End Date: Identify the projected start data for each activity. E3. Action Plan: Detail each activity who will be responsible for completing each activity; who will participate in each activity; how often each activity should be written in its own cell.	B2. DTSDE Review Type:		District Led Review
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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. D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. E3. Start Date: Identify the projected end date for each activity, who will participate in each activity; who will be responsible for completing each activity, who will participate in each activity; how often each activity will take place; and completing each activity; who will be written in its own cell.	concise statement tha	t addresses the	outlines expectations around school-wide processes and procedures. The Parent Handbook, along with the Website, should be updated and
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