

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)

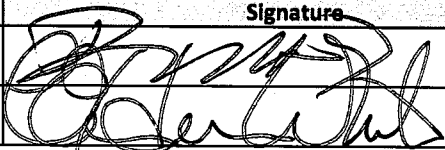

Contact Name	Richard Smith	Title:	Principal
Phone	458-4200 ext 1284	Email	richard.smith@rcsdk12.org
Website for Published Plan	www.rcsdk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

WORKING DOCUMENT  
18-19



## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

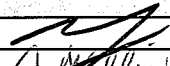
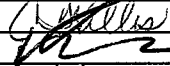
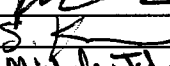
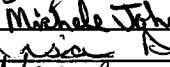
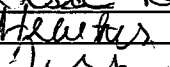
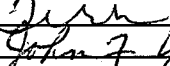
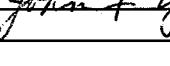
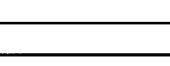
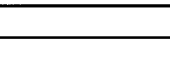
- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
  
- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
  
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
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	
Kara Stadt	Special Education/Rtl Intervention Specialist #43	
Michele Johnstone	Teacher	
Stephen Kornaker	Teacher	
Lisa Alexander	Parent Liaison #43	
Heather DeVos	Lead School Secretary #43	
Terri Vernon	Parent Rep School #43	
John F Yockel	Psrent/Community Rep School #43	

## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

 Tenet 6: Family and Community Engagement

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

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

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

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 Technology 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 2017-2018 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 maneuver 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 structures 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 participation by staff (less than 100% participation) in professional development opportunities offered; less than 100% participation by staff in initiatives.

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

Professional development opportunities 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, newsletters/bulletins, phone communication including robocalls, etc.





### 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>	October 17 to 19, 2017
<b>B2. DTSDE Review Type:</b>	District Led Review

<b>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.</b>	As evidenced by the schools 2017/2018 School DTSDE Review, teachers should include higher order thinking questions, complex text, and discussion topics in their daily lesson plans. These efforts should be undertaken with the end goal of meeting student needs through an appropriately rigorous curriculum, complex materials and appropriate and diverse pedagogical strategies.
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<b>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.</b>	By June 2019, 80% of teacher lesson plans will include student engagement strategies that supports students responding to higher order thinking questions as evidenced by student engagement, lesson plan look fors collected by administrators.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly Student Engagment Lesson Plan Look For data.

<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. 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
Sep-18	Jun-19	School leaders will present the lesson planning expectations to teachers
Sep-18	Jun-19	School leaders and SBPT will meet quarterly to review.
Sep-18	Jun-19	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.

### 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>	October 17 to 19, 2017
<b>B2. DTSDE Review Type:</b>	District Led Review

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

<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. 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.
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	Quarterly informal classroom visit
Sep-18	Jun-19	Intervention Teachers will provide push in instruction for identified classes.

## 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>	October 17 to 19, 2017
<b>B2. DTSDE Review Type:</b>	District Led Review

<b>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.</b>	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.
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<b>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.</b>	By June 2019, 90% of student social emotional needs will be identified with a responsive targeted action plan.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	

<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. 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.
Sep-18	Jun-19	TCC and the GRHF will assist in developing surveys, inventories to identify areas of need and to develop an action plan.
Sep-18	Jun-19	Weekly RtI/ESS Team meetings to identify students in need and develop interventions.

### Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17 to 19, 2017
<b>B2. DTSDE Review Type:</b>	District Led Review

<b>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.</b>	As evidenced by the schools 2017/2018 School DTSDE Review, parents need to be provided with an electronic or paper Parent Handbook which 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.
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<b>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.</b>	By November 2018, 100% of parents will be provided with an electronic or paper Parent Handbook which outlines expectations around school-wide processes and procedures.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Handbook uploaded/updated to website

<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. 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.
Sep-18	Jun-19	Parent Handbook uploaded/updated to website