

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 5

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

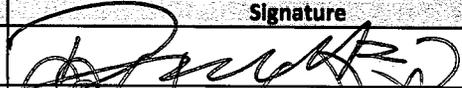
Contact Name	Terrilyn Hammond	Title	Acting Principal
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Website for Published Plan	www.rcsdk12.org		

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.

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)	Location(s)	Meeting Date(s)	Location(s)
9-20-18	School 5	2-28-19	School 5
10-18-18		3-28--19	
November 15, 2018		4-25-19	
December 20, 2018		5-30-19	
January 17, 2019		6-13-19	

Name	Title / Organization	Signature
Terrilyn Hammond	Principal	<i>Terrilyn Hammond</i>
David Gizzi	Assistant Principal	<i>David Gizzi</i>
Loretta Hollomon	Assistant Principal	<i>Loretta Hollomon</i>
Carrie Gilroy	Teacher	
Julia Brongo	Teacher	
Alyshia Thomas	Teacher	
Nicholas Gengler	Teacher	
Catherine Tesoriero	Teacher	<i>Catherine Tesoriero</i>
Sonja Griffen	Teacher	
Rhonda Snowden	Teacher	
Kimkena Jordan	Teacher	
Diane Leone	Parent Liason	<i>Diane Leone</i>
Ebony Stubbs	Parent	<i>Ebony Stubbs</i>
Danielle Chisolm	Parent	
Iris Perez	Parent	

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 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 checked="" 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 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).

IMPROVED STUDENT LEARNING BECAUSE TEACHERS IMPLEMENTED MORE DIFFERENTIATED INSTRUCTIONAL STRATEGIES ON STUDENT ASSESSMENT DATA.

- 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.

We worked hard to change out goals to "SMART goals" and more laser like focused. We are really trying to focus on a few areas such as higher order questioning.

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

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

Continuation of the think tank committee, year at a glance binders, focused professional development provided by teacher leaders, and increased accountability for the social/emotional well being of all students.

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

Effective lesson planning with a focus on high order questioning and unit planning that are appropriate for all learners.

- 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.

School 5's vision is that all of the studnets will become articulate, academically prepared, respectful and positive contributors to society. Teachers will continue to move forward in differentiating instruction to meet the academic needs of our students, as well as continue to enhance their skills to increase rigot within their instructional practice. Collaboration between students, administrators, teachers and parents is pivotal to each students's academic success.

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

Performance Goals (Attendance - 93%, Behavior-reduction by 50% suspensions, and academic, NWEA 15% increase in math and ELA.

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: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.	February 1-2, 2017
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	SED Integrated Intervention Team
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 noted in the DTSDE review, it was recommended that the School #5 leadership team will develop a schedule for a series of walk throughs to monitor the quality of teachers' modified instructional strategies, questioning/discussion techniques, and how students are engaged in the learning.
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.	80% of classrooms, grades K-8 will receive regular focused walkthroughs that result in timely, actionable feedback. This will ensure that teacher instructional practices are continually improving.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Goal indicators: 1) Focus/Walkthrough tool that specifies Domain and Elements observed from Danielson Enhancing Professional Practice Rubric. 2) Multiple assessment measures including NWEA, AIMS Web, State Data and End of Unit Assessments. 3)Teacher collaboration in grade level meetings that focus on lesson

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity. ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	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 each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful. Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/27/2018	6/25/2019	School #5 Administrators will collaboratively create a classroom visitation calendar to ensure that teachers are internalizing and adhering to APPR expectations via the Danielson Rubric. Administration will monitor their classroom visits with the CWT calendar weekly.
8/27/2018	6/25/2019	School #5 Administrators will dedicate two Administrative Team Meetings per month to review and discuss student data, classroom walkthroughs and unannounced observations as they relate to APPR expectations.
9/17/2018	6/25/2019	School #5 Administrators will work with the Instructional coaches to develop a schedule for meeting with classroom teachers to interpret data, develop differentiated lesson plans, and to review student work.

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:	February 1-2, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

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 recommendations from the DTSDE review, there is a need to focus on differentiation within the Common Core curriculum. Teachers need to plan for the use of modified instructional strategies to meet the learning needs of students working with different grade level abilities.
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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.	Effective September 2018 through June 2019, 85% of teachers will implement culturally relevant and responsive differentiated instruction which will result in a 10% increase in NWEA scores.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administration will monitor teachers' use of culturally relevant and responsive differentiated instruction through lesson plans. Scores from the Winter and Spring NWEA to gauge student growth.

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
9/5/2018	6/25/2019	Administration will perform monthly lesson plan checks to ensure the use of culturally relevant and responsive differentiated and higher order questioning ; with timely, action oriented feedback.
9/5/2018	6/25/2019	Teachers in grades K-8 will engage in professional development on differentiation strategies and higher order questions.
9/5/2018	6/25/2019	The academic coach will provide exemplars, model lessons and encourage best practice through engaging professional development opportunities.
9/5/2018	6/25/2019	Teachers in grades K-8 will post learning targets for each lesson.
9/5/2018	6/25/2019	Teachers will utilize the "at a glance" assessment data sheet (google doc) to analyze multiple measures in order to make informed decisions and to support planning of differentiated instruction and grouping of students.

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:	February 1-2, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

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 results from the DTSDE review, teachers will ask two higher-order thinking questions in each kindergarten through grade six ELA lesson. Teachers in grades seven and eight will ask two higher order questions in each core area class. Time will be given for students to reflect and then participate in collaborative conversations with partners or small groups.
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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.	Effective September 5, 2018 through June 25, 2019, 85% of teachers in kindergarten through eighth grade will ask two higher order thinking questions in each core area class.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administration will monitor classroom activities via walkthroughs, observations and lesson plans, quarterly. Administration will be looking for evidence of “think pair share” to allow students to respond cooperatively, evidence of allowing students to describe how they arrived at an answer; emphasis on “how” and “why” questions; and rating from Blooms Taxonomy to determine questioning level and how students are engaged in their learning.

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.
9/5/2018	6/25/2019	Administration will review lesson plans and seek evidence of student centered learning, how students are actively engaged, and higher order thinking questions. Strategies will be given to teachers who may need to adjust their engagement and questioning techniques.
9/5/2018	6/25/2019	Instructional coach will deliver school wide professional development around creating and using higher level questioning in lesson planning.
9/5/2018	6/25/2019	Teachers will participate in grade level meetings to discuss higher order questions, student work, and data analysis.
9/5/2018	6/25/2019	Instructional coach will deliver school wide professional development on creating student centered classrooms.

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:	February 1-2, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

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 recommendations from the DTSDE review there is a need to focus on analyzing and evaluating referral and attendance data to determine trends and priorities.
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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.	School leaders will implement the electronic referral process in 100% of classrooms. This will inform teachers, support staff and administration as to best practices for addressing social emotion health student issues. School leaders will then develop and share comparison data from 2017-18 and make recommendations to teachers.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School leaders will analyze and monitor student on-line referral data quarterly. Recommendations will then be made to teachers based on referral trends which support student's social/emotional health. Options will include Restorative Practices, Peace Circles, Help Zone, Counseling and Outside Community Agencies.

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.
9/5/2018	6/25/2019	School leaders will analyze data in order to make restorative decisions.
9/5/2018	6/25/2019	Instruction Technology coach will provide the school electronic referral process rights.
9/5/2018	6/25/2019	PBIS will analyze referral data and make suggestions for positive/restorative incentives.
9/5/2018	6/25/2019	Teachers will participate in restorative practices such as peace circles and positively focused behavior plans.

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:	February 1-2, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

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 recommendation from DTSDE, the school leader, parent liaison, and teachers will reach out to a linguistically diverse group of parents to actively participate in various aspects of the school community.
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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.	With an increase in translation services and the relationship model, the school will see a 15% increase in family participation at school events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The parent liasion will sign families in to each school event.

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.
9/5/2018	6/25/2019	Translators will be available for school community events: open house, parent/teacher conferences, multicultural night, curriculum night, etc.
9/5/2018	6/25/2019	Written communication will be translated into the native languages of the majority of students.
9/5/2018	6/25/2019	Families are invited to attend Student of the Month celebrations where they will have breakfast with the principal.
9/5/2018	6/25/2019	Books will be available through the library in the prominent native languages and cultural relevance, for students to share with their families.
9/5/2018	6/25/2019	Teachers will participate in the Victorious Minds Academy relationship model.
9/5/2018	6/25/2019	The parent liasion will conduct parent surveys to determine parent need.