

LEA Name:	Rochester City School District
LEA BEDS Code:	26-16-00-01-0668
School Name:	Joseph C. Wilson Foundation Academy

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Dr, Deasure A. Matthew	Title	Principal
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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		Daniel Lowengard	18-Mar-19
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

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 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 type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" 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 type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" 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 checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |

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).

Increase in positive school culture; increase in both NY ELA and math performance

- 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.

There were no mid-year corrections.

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

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

Continuation of the development of the IB Primary Years Program for K-6 and deeper implementation of the House System

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

Development of the IB PYP and student social and emotional development/health supported by Restorative Practice.

- 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 Joseph C. Wilson Foundation Academy students, parents, faculty and staff are committed to providing and participating in a rigorous academic program that ensures that all students are prepared to be responsible productive citizens. We are committed to creating an environment that promotes academic excellence, fosters an active appreciation of all cultures and develops students' senses of personal responsibility. And for all of us, we envision Wilson Foundation Academy to be a place where we are challenged and supported in such a fundamental way that we become true caring contributors in school and in the broader community.

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

80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results.

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

Delopment of common planning time for teachers to work together; SBPT oversight; Data team reviews; leadership/admin guidance; partnership with School Resource Officer from RPD (restorative justice program; student group sessions); Partnership with Center for Youth - student help zone coordinator

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

None

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

Summer PD and monthly professional development plan put in place and approved via SBPT

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

posting on school/district website, copy in main office, emails, and available copies provided upon request

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

posting on school/district website, copy in main office, emails, and available copies provided upon request

Tenet 2: School Leader Practices and Decisions

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mar-17

NYSED Review

According to the NYSED DTSDE review conducted in March 2017, it was determined that the feedback from school leaders was not usually actionable and often focused on what the teacher was doing rather than how effective students are learning and the students typically had the same learning experience as their peers as offered by their teachers. As a result, there is little to no evidence that effective planning and monitoring of instruction is being done to ensure best practices and optimal learning experiences.

By May 1, 2019, each member of the leadership team will conduct at least eight classroom visits per week with written feedback focusing on an environment of respect/rapport, differentiated and scaffolded learning activities, and checking for understanding of the learning targets as evidenced by logs, write-ups and classroom visitation calendar.

1. Classroom visitation/observation schedule
2. Progress will be monitored at every administrative meetings
3. Walkthrough documents with written feedback to individual teachers along with schoolwide data

School leadership will create a structured observation/walkthrough calendar demonstrating at least 8 classroom visits per week focusing on classroom culture, differentiated and scaffolded learning activities, and checks for understanding during throughout lessons. Classroom visitations will be reflected on agenda/minutes of administrative meetings. Schoolwide data will be shared through staff communication.

A schedule for observations will be created for formal observations (including pre and post conferences) and classroom walkthroughs.

Written feedback from formal observations will be shared within 5 days and classroom walkthrough feedback will be shared within 2 days.

Communicate clear vision; follow through on school plans; have finger on the pulse of the school

Administrators and teacher leaders will consider ways to increase and improve visibility in areas of building and classroom to support relationship-building and overall climate of the building

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.

Mar-17

NYSED Review

According to the NYSED DTSDE review conducted in March 2017, it was determined that systems to monitor student progress, review student data, and use the data to develop lessons that yield increases in student performance were not in place. As a result, instruction is not meeting the needs of all students especially those above and below grade level.

From Sept 2018 - June 2019, 100% of classroom teachers will use their scheduled common planning time to review student data and develop differentiated learning activities leading to 80% of students demonstrating growth as evidenced by Fall-Spring report card and NWEA results.

1. Student Growth data (NWEA and quarter report card outcomes)
2. Grade-level and subject team meeting minutes
3. Lesson plans referencing differentiated instruction
4. Agendas from schoolwide professional development offerings

Teams across K-8 continuum will adopt the same data review protocol that allows for teams of teachers to collaborate horizontally and vertically and across content areas in the development of engaging and differentiated lessons to meet individual student needs.

Teams across K-8 continuum will have schedule-imbedded meetings where one meeting per month will focus on review of student work, monitoring of student progress, and to create scaffolded learning activities aligned to learning targets based on progress monitoring data

All teachers will use daily classroom data and available resources to provide differentiated lessons for students that are hands-on, inquiry and project-based. Teachers will employ the use of providing regular descriptive feedback to student on common formative assessments at least one time per week.

PD to support training and knowledge of Intervention programs, classroom resources (texts, library materials, etc) and use to support students

Use of IB unit plans, Managebac, and instructional tools set to support school-wide instructional practices such as, math, reading/writing skills and intervention tools

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

Mar-17

NYSED Review

According to the NYSED DTSDE review conducted in March 2017, it was determined that instructional practices did not meet all students' needs as observed lessons lacked scaffolded learning activities, did not include consistent checking for understanding and little evidence of informal assessments at the end of the lesson. As a result, instruction did not promote high levels of student engagement and inquiry leading to many students experiencing difficulty remaining on task.

100% of teachers will develop lesson plans that reflect differentiation and scaffolded learning activities aligned with the IB framework structure as evidenced by classroom observations, written lesson plans, IB Managebac system, and grade-level team meeting minutes.

1. Written lesson plans - Managebac Lesson Plan network for IB teacher.
2. Formal and informal observation data

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.

Teacher teams and IB Coordinators will identify consistent protocol for reviewing student data and setting target goals for classroom groups and ways to effectively provide timely student feedback

Common planning time will be used to review student data, develop targeted learning goals, and monitor student progress and opportunities for teachers to visit colleagues to witness best practices and model teaching; including vertical alignment

Provide professional development learning and coaching opportunities for teachers K-8 to develop instruction to deliver content through investigation and project-based activities aligned with CCLS and IB instructional framework that includes the IB Learner Profile traits

Consistent, formal, lesson plan template will be used to capture daily lessons aligned with NY standards and IB framework that reflect high learning expectations cultural inclusiveness and opportunities for students to extend learning

Teachers create classroom environments that use flexible seating, comfort zones, and cooldown/time out area for students

Provide opportunities for students to become active learners and increase voice through the use of total participation strategies and accountable talk.

Use of common assessments and progress monitoring

Provide professional learning and coaching opportunities for teachers K-8 to implement strategies to check for understanding and informally assess student progress toward meeting learning targets

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.

Mar-17

NYSED Review

According to the NYSED DTSDE review conducted in March 2017, it was determined that there was an inconsistent implementation of the Student Code of Conduct and behavior management procedures. As a result, there are disruptions to the instructional learning environment.

By June 2019, 100% of the members of the school community will implement the IB Learner Profile values through the House system model to build a school culture of shared ownership for learning among adults and students. This will be achieved through planning and delivery of lessons that explicitly teach and incorporate the IB profile traits resulting in at least a 10% decrease in short-term suspensions.

1. Student Suspension Rate (Short-Term / Long-Term)
2. Student Discipline Referrals

3. Student Positive Referrals

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.

Professional Development opportunities will be provided for all school members on ways to develop common discipline plan and how to implement House system model and IB LP within classroom instruction (written plans and learning activities).

Ongoing professional development to process, plan and implement House system protocol and ways to involve K-3 in the House model

Implement and infuse the House system, PBIS, and IB LP in daily practice across all content areas, grade levels and specialized services to reflect expectations for behavior

Weekly and monthly celebrations honoring the Houses with highest accumulation of points, PBIS tickets, and individual student and staff recognition for IB Learner Profile traits; student celebrations and class meeting time ("morning meetings")

School community will work to develop and implement a common school-wide discipline plan and how to implement House system mode, PBIS tickets, and IB LP within classroom instruction (written plans and learning activities); consideration of classroom vs hallway behavior and instituting a process for filling a referral and receiving timely feedback on appropriate consequences

Receive training and ongoing PD on Restorative Justice Practices; conduct ongoing relationship-building circles with students and with staff members

School-wide Safety Plan will be developed and implemented to include consideration of the different needs of elementary K-6 students from the middle school 7th/8th graders; School Safety Officer role and responsibilities for meeting school safety needs.
Development of a Student Government Council to provide student voice and opportunities for students to be more active in the creation and operation of the instructional and extra activities during and after school offered in the school
Development of an student advisory plan within the school day to enhance relationships among students and adults.

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:	March 2017; Joseph C. Wilson Foundation Academy did not have a recommendation for Tenant 6: Family and Community Engagement during the NYSED visit in March 2017. The IIT team was not able to complete the process due to the citywide school cancellations because of inclement weather. Therefore, February 2016 was the last time Tenant 6 received a DTSDE review conducted by District-lead Review team.
B2. DTSDE Review Type:	2017 NYSED Reivew 2016 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.	According to District-led DTSDE in 2016review and the school’s self-reflection in 2017, it was determined that while the school had developed many means of communication with families, data systems have not been developed to effectively track needs and receive feedback from family regarding support, student achievement, and general concerns. There isn’t sufficient opportunities for families to engage with staff formally and informally in order to increase achievement for individual students and assist in allowing most parents being aware of their child’s individual needs so advocacy is possible. As a result, a close connection has not been forged with a majority of homes which could contribute to students’ academic and behavior success.
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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.	Based on the schools self-assessment, the school community will share data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability. By June 2019, our teachers and staff will hold at least 4 parent events to discuss student growth, school performance and new state learning targets/standards showing an increase in number of parents during face-to-face visits by 10% as demonstrated by parent sign-in sheets.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ol style="list-style-type: none"> 1. School event calendar 2. Record of Robo calls 3. Parent attendance at school events. 4. Parent sign-in sheets 5. Caregiver Surveys

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.
Aug-18	Aug-18	SBPT will meet to discuss school goals and determine school-based PD and parent/teacher conference date
Sep-18	Oct-18	Develop Title 1 Parent plan that includes parent events related to understanding student and school performance
Sep-18	Jan-19	Develop functioning PTO that will work with school leaders to support parents and provide a platform for parent leadership
Sep-18	Jun-19	Ongoing monitoring of attendance concerns by grade level will be done with weekly acknowledgement of perfect attendance; formal letters and calls will be made to parents to ensure their involvement and to assess needs to support attendance.

Sep-18	Jun-19	Parent Liaison, IB/MYP-PYP Coordinators, Classroom Teachers, CARE Team will offer Family Development (FD) opportunities for parents in conjunction with PTO to create events that will provide awareness to the following: data to address students' academic, social, emotional, developmental health needs support academic and social success for students; State testing and student accountability
Sep-18	Jun-19	Provide opportunities for parents to volunteer
Sep-18	Jun-19	Create partnerships with community organizations and non-profit agencies that will provide opportunities for students to contribute to the community; SWAN, Wilson Commencement, 19th Ward, Pathways to Peace
19-Sep	19-Jun	SBPT will develop a school-wide cover sheet to go home with each formative or summative assessment that invites parent review and dialogue