

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Anddrew J Townson School 39

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jacquelyn Cox	Title	Principal
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Website for Published Plan			

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

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Akilah Collins	Assistant Principal	<i>Akilah Collins</i>	5.14.19
Jacquelyn Cox		<i>Jacquelyn Cox</i>	5.14.19
Catherine Chilano	Pre-K Teacher	<i>Catherine Chilano</i>	5.14.19
Ivy Clark	Grade 4 classroom	<i>Ivy Clark</i>	
Tiana Junious	5th Grade Teacher	<i>Tiana Junious</i>	5/14/19
Michelle Morales	Reading teacher	<i>Michelle Morales</i>	5.14.19
Jennifer Reininger	Grade 5 classroom teacher	<i>Jennifer Reininger</i>	5-14-19
Jason Valenti	Grade 5 classroom teacher	<i>Jason Valenti</i>	5-14-19

Yvetta Nelson	Parent Liaison	Yvetta Nelson	5-14-19
Ebony Allen			
Kathleen Schello	Reading Teacher	Kathleen Schello	5-14-19
BRANDI SMITH	ASSISTANT PRINCIPAL	Brandi Smith	5/14/2019

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 plan before it is approved.

2. The 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 SCEP will be implemented no later than the beginning of the first day of regular student attendance.

4. The SCEP contains at least one evidence-based intervention.

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

<input checked="" type="checkbox"/>	State-Supported		
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Strategy the school will implement:</td> <td style="width: 50%; padding: 5px; text-align: center;">Professional Learning Communities</td> </tr> </table>	Strategy the school will implement:	Professional Learning Communities
Strategy the school will implement:	Professional Learning Communities		

	Clearinghouse-Identified						
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Strategy the school will implement:</td> <td style="width: 50%; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Clearinghouse</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Rating from Clearinghouse</td> <td style="padding: 5px;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

School-Identified	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Additional Evidence-Based Interventions (Optional)	
<p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p>	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students-48.7 SWD-20.5 ELL-NA Hispanic or Latino- 44.9 White-
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 54.2 SWD-29.5 ELL-29.6 Hispanic or Latino- 58.1 White- 58.1
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Until the district responds to the Distinguished Educator’s report requiring the establishment of a common K-12 curriculum in ELA and Math, by Sept. 4, 2019 school leadership should ensure that all classroom teachers be held accountable for executing the current assigned curriculum with fidelity based on their grade level. By May 30, 2019 grade level teams, co-teachers and support staff should identify and implement 3 or 4 grade-level appropriate total participation techniques to ensure student accountability, student motivation, and appropriate interaction with peers in group settings.
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D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Improve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 19, 2019	August 23, 2019	Provide professional learning on how to set up, implement and conduct Student Conferences to provide feedback to students to increase student growth. Utilize the book How's It Going to support teachers.
		Review the new RCSD curriculum with all grade levels to ensure that all ELA NYS learning standard are taught at the grade level by the end of the school year.
		Provide all teachers, including ESOL Teachers with a review of implementing the workshop model.
		Provide professional learning on the Being A Writer Program for grades K-6.
		Provide professional learning on how set up and conduct Guided Reading. (rituals & routines)
		Provide professional learning on how to administer DRAs.
		Review identified grade level Total Participation Techniques with grade level teachers.
July 2019	July 31, 2019	Develop a comprehensive professional learning plan for 2019-2020 school year through December 2019.
September 2019	June 2019	Follow the master schedule every day to meet state required teaching minutes for all subjects.
		Conduct an administrative walkthrough: Workshop Model. Provide feedback and instructional support to teachers.

October 2019	June 2019	Grade level teams will analyze common grade level assessments at the end of each unit throughout the school year to determine if the standards are being met, to provide effective feedback to students, and to re-teach and differentiate instruction.
		Instructional review week in grades 4-6 is implemented for students in each classroom after each unit in Reading.
December 1, 2019	December 20, 2019	Conduct an administrative walkthrough: Student Conferences. Provide feedback and instructional support to teachers.
December 1, 2019	December 20, 2019	Provide staff feedback and instructional support to teachers on curriculum implementation, the workshop model and TPTs.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		An increase in the DRA levels of k-6 students from Sept- January.
F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the
January 2020	January 15, 2020	Use NWEA and DRA scores to regroup homogenous groups of students in Guided Reading groups and LAB groups.
		Administer DRAs & NWEA to all students.
February 1, 2020	February 14, 2020	Schedule professional learning and instructional support for teachers from January to May.
		Conduct a professional learning survey for teachers to identify instructional supports needs.
		Conduct an administrative walkthrough: Guided Reading & workshop model. Provide feedback and instructional support to teachers.
April 2020	April 2020	Conduct an administrative walkthrough: Provide feedback and instructional support to teachers.
May 2020	May 2020	Teacher uses specific mathematics vocabulary.
		Provide feedback and instructional support to teachers.

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Akilah Collins	School Based Planning Team Member Assistant Prinicipal
Jacquelyn Cox	School Based Planning Team Member Principal
Catherine Chilano	School Based Planning Team Member PreK Teacher
Ivy Clark	School Based Planning Team Member Grade 4 Teacher
Tiana Junious	School Based Planning Team Member Grade 5 Teacher
Michelle Morales	School Based Planning Team Member Reading Teacher
Jennifer Reininger	School Based Planning Team Member Grade 5 Teacher
Kathleen Schello	School Based Planning Team Member Reading Teacher
Brandi Smith	School Based Planning Team Member Assistant Principal
Jason Valenti	School Based Planning Team Member Grade 5 Teacher
Yveta Nelson	School Based Planning Team Member Parent Liaison
Ebony Allen	School Based Planning Team Member Parent
Marilyn Lewis	School Based Planning Team Member Parent

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and	March 14, 2019	KS, YN,	
Determining priorities and goals based on the needs identified	April 9, 2019, April 23, 2019	JC, BS, AC, JR, TJ, CC, JV, IC, MM, KS, YN,	
Identifying an evidence-based intervention	May 14, 2019	JC, BS, AC, JR, TJ, CC, JV, IC, MM, KS, YN,	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	April 23, 2019, May 14, 2019	JC, BS, AC, JR, TJ, CC, JV, IC, MM, KS, YN,	
Identifying a plan to communicate the priorities to different stakeholders	May 14, 2019	JC, BS, AC, JR, TJ, CC, JV, IC, MM, KS, YN,	

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Met with ESOL Teachers to identify activities and timeline to reach goals.
Parents with children from each identified subgroup.	Developed a Parent Feedback Wall to share activities. Parent Survey administered to gather feedback.
Secondary Schools: Students from each identified subgroup	

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-36.3 SWD-8.1 ELL-NA Hispanic or Latino- 35.1 White
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-44.9 SWD-32.2 ELL-32.5 Hispanic or Latino- 51.6 White- 58.1
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	By September 4, 2019, all teachers should be using the Workshop Model during writing/ELA and Math Instruction that includes clear learning targets in student-friendly language, mini-lessons, group work, Total Participation Techniques, higher order questioning, checks for understanding, and closure (Exit-Ticket).
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 19, 2019	August 23, 2019	Provide professional learning for k-5 teachers on how to implement and utilize Zearn Mathematics.
July 2019	July 31, 2019	Develop a comprehensive professional learning plan for 2019-2020 school year through December 2019.
September 2019	June 2020	The Teacher Toolkit will be used by all grade k-5 teachers for core mathematics instruction to teach NY mathematics power standards. Teacher uses specific mathematics vocabulary. All teachers will implement Rituals & routines for Accountable Talk in mathematics
October 2019	June 2020	Implement an instructional review week in grades 3-6 for students in each classroom, after each module in Mathematics.
October 2019	May 2020	Establish a monthly benchmark of a 2-3 step word problem for students. Establish a monthly math fluency/facts assessment, school wide.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Analyze the 2 point constructed responses to determined progress of individual students and to identify school wide trends.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
February 2019	February 15, 2020	Conduct a professional learning survey for teachers to determine instructional support needs.
		Schedule professional learning and intruotional support for teachers February - May.
March 2020	March 31, 2020	Conduct an administrative walkthrough: Accoutable Talk & Vocabulary. Provide feedback and instructional support to teachers.
January 2020	June 2020	Continue monthly administration of a 2-3 step word problem.
		Conduct monthly math fluency/facts assessment.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Students at this school are often bullied.
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.			50% of students feel that students are often bullied at school. 35% - 47% of students feel that students are teased or picked on about their race, ethnicity,cultural background, physical or mental disability.
B1. SCEP Goal for Survey Question			All students will feel safe at school.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			By September 4, 2019, in order to build a strong community focus, all teachers should be using standardized rituals and routines in classrooms to deal with in-class behavioral issues, maximize time-on-task, and assure smooth transitions. This standardization should include the distribution of Townson tickets for similar behaviors in all classrooms. This should be done within a context of building the same sense of community which currently exists in the Victorious Minds Academy classrooms.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
March 1	April 15	BC & PBIS vertical team identify PBIS protocols & classroom behavioral management , disseminate recommendations, 50% of classrooms use protocol.Joint committee disseminate recommendations to teachers	
		Behavioral Intervention Teacher will form a focused group for students, supporting anti-bullying behavior.	
		Restorative Practices champions will provide professional development for staff in the areas of conducting peace circles, community building activities, and restorative procedures and practices.	
August 2019	August 23, 2019	Provide professional learning on using Class Dojo. Review school wide systems and protocols.	
September 2019	September 30, 2019	Conduct character stations for all students - at least one focused on anti-bullying	
September 2019	June 2020	On a monthly basis teachers will track students who are Townson Tigers in order to increase student motivation and participation throughout the school year. (Cunningham K-2) (Nelson 3-6)	
October 2019	June 2020	Staff will serve as mentors for students in need of social emotional supports- Connections Staff Mentoring	

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	A decrease in suspensions and disciplinary referrals from the 2018-2019 school year in January. An increase in the number of students participating in monthly PBS events.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of
January 2020	January 2020	Conduct round two of character stations for all students, at least one station focusing on anti-bullying.
February 2020	February 2020	Administer a student survey to all students to determine their level of feeling safe in school.
		Administer a parent survey to determine parents use of Class Dojo.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-1.21 SWD-NA ELL-1.21 Hispanic or Latino- NA White-NA
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students-1.25 SWD-NA ELL-1.25 Hispanic or Latino- NA
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Ratio (rate of student progress on ELL continuum) 1.25 is a 4
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
March 2019	March 2019	Revise ESOL schedule so that it is compliance with NYS guidelines.
June 1, 2019	July 1, 2019	Make every effort to organize ESOL students at the same grade level into the same classroom.
August 19, 2019	August 23, 2019	Provide professional learning on the District's Language Development Approach developed by the ELL Department.
		ESOL Teacher will participate in all literacy professional learning opportunities offered to classroom teachers.
September 2019	September 2019	Establish a monthly co-teacher planning cycle where ESOL and General Education teacher will discuss instructional pacing.
October 2019	June 2020	Create and use a weekly planning tool to facilitate the communication between the ESOL and GE teacher regarding weekly skills and strategies being taught to students.
November 2019	June 2020	Administrators will utilize the ELL classroom observation tool and conduct walkthroughs to monitor ELL instruction, providing feedback to ESOL teachers.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.

An increase in the DRA levels of k-6 ESOL students from Sept- January.

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January 2020	January 2020	Conduct an audit in conjunction with the ELL Department Director to assess the success utilizing the Language Development Approach.
March 2020	June 2020	Administrators will utilize the ELL classroom observation tool and conduct walkthroughs to monitor ELL instruction, providing feedback to ESOL teachers.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students-35.1% SWD-40.2% ELL-NA Hispanic or Latino- 48.4% White-NA	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students-33.2% SWD-39.8% ELL-NA Hispanic or Latino- 37.4%	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Chronic Absence: 20% or more: 11.7% - 73 students 10% - 19%: 27% - 152 students	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 2019	September 2019	Share with staff the school wide Classroom Pizza Attendance Incentive Plan.
August 2019	August 2019	Target transportation issues of students whose attendance may be impacted. Develop a chronic absence attendance plan: include purchasing alarm clocks, attendance mentors, and earning additional dojo points.
September 2019	January 2020	The Attendance Committee will meet weekly to monitor students' attendance and identify additional resources for students and their families. The Parent Liaison will conduct home visits to connect with families regarding improving students' attendance.
October 2019	January 2020	Parent Liaison will participate in district wide Attendance Blitz to encourage improved attendance for chronically absent students.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	A decrease in the number of students with chronic absences.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January 2020	June 2020	The Attendance Committee will meet weekly to monitor students' attendance and identify additional resources for students and their families.
		The Parent Liaison wil conduct home visits to connect with families regarding improving students' attendance.
		Parent Liaison will particpate in district wide Attendance Blitz to encourage improved attendance for chronically absent students.
February 2020	February 2020	Based upon analysis of chronic absences attendance data, revised attendance incentive if needed.