

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	John Walton Spencer School #16

ENTER DATA INTO ALL YELLOW CELLS.

### 2018-2019 School Comprehensive Education Plan (SCEP)

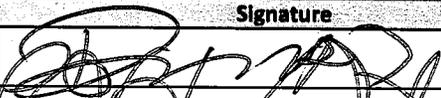
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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		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
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
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.

**Special Note: The school must maintain documentation that the required activities occurred. Documentation should be kept on file for the length of time the school is identified as a**

### 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)
June 13, 2018	625 Scio Street, Dr. Freddie Thomas Learning Campus		

Name	Title / Organization	Signature
Carla Roberts	Principal	<i>Carla Roberts</i>
Lisa Garrow	Assistant Principal	<i>Lisa Garrow</i>
Ernestine Brown	Parent Liason/SBPT	
Andrea Ebner	Teacher/SBPT	<i>Andrea Ebner</i>
Paula Givens	Teacher/SBPT	<i>Paula Givens</i>
Gayle Harrison	School Psychologist/SBPT	<i>Gayle Harrison</i>
Mary McMIndes	Teacher/SBPT	<i>Mary Kay McIndes</i>
Merril Mey-Brooks	Teacher/SBPT	
Jennifer Osborne	Teacher/SBPT	
Lisa Oliver	Teacher/SBPT	<i>Lisa Oliver</i>
Timothy Rowe	Parent/SBPT	<i>Timothy Rowe</i>
Symone Rowe	Parent/SBPT	<i>Symone Rowe</i>
Brittney Perry	Parent/SBPT	
E. Mary Martinez	BENTE/SBPT	<i>E. Mary Martinez</i>
Michele Michel	Teacher/SBPT	<i>Michele Michel</i>

**Special Note: Evidence of consultation with all stakeholders**

## 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 type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" 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 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 checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |

- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- 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

At least 10% improvement in student achievement for tier 2 and tier 3 students.

- 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

Adjustments were made in curriculum and student support for both academic and social-emotional support for students.

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

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

Professional Development support for staff, social emotional support for both students and staff - Focus on improving Instruction and student achievement. In

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

The focus and needs are: improving Instruction, student achievement and school culture and climate thus increasing parent and community engagement.

- 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

Our mission is to create a community that is accountable for teaching and learning, and that promotes good citizenship and academic excellence.

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

An increase in student achievement by at least 10% in both ELA and math in grades K-6.

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

The Master Schedule is strategically organized, the Instructional focus, for extended ELA and Math blocks identified for every grade level, organized for grade level

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

A lack of resources is a significant barrier. Additional support is needed to support students with significant social-emotional challenges, training for teachers and

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

Professional development will consist of the following but not limited: Best practices -Tier 1 Instruction, student engagement, differentiated instruction, learning

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

School leaders will use the following methods to strengthen relationships with school staff and community: communicate school initiatives and events in School

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

The SCEP is available on District and School Website, Google drive and emailed (staff and parents).

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>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.</b>	December - 2017
<b>B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)</b>	SED Integrated Intervention Team (IID)
<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>	<p>According to our most recent DTSE review, school leaders should begin discussing a focused plan for their roles in improving instruction. The plan should include:</p> <ul style="list-style-type: none"> <li>* a schedule of set-aside time for walk-throughs that describes back-up support for the administrator doing the walk-throughs</li> <li>* a flow chart detailing how the social-emotional support staff are to be utilized during the day to provide behavior interventions, thus freeing up the school leaders to meet their responsibilities as instructional leaders.</li> <li>* Accountability measures and systems for embedded professional development and its implementation during the school day.</li> </ul>
<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>	The building principal will establish and coordinate with the Leadership Team focused quarterly walk throughs/observations in which 100% of the administrators will provide clear and consistent feedback based on the developed plan as evidenced by the completion of the scheduled walk throughs.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<p>Walk through schedule</p> <p>Walkthrough data used to plan Staff PD</p> <p>Teachers Rated as "Effective" and "Highly Effective" Walk through</p> <p>Increase in student engagement (differentiated instruction)</p>

<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.  ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	<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 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.
Sep-18	Jun-19	Establishing and communicating six-week intervention cycles for the school year in which we will use data to inform instruction and flexible groups for further individualized instruction for students
Sep-18	Jun-19	Communicating building-wide walk through data with staff, e.g.: in X number of classrooms differentiated instruction was observed; in X number of classrooms higher order questioning was observed; in X number of classrooms rigor was observed.
Sep-18	Jun-19	We will use the walk through calendar data & job embedded support data to monitor lesson plans, support professional development for staff which will be provided by the instructional coach, behavior specialist, intervention team, and administration.

### 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>	December - 2017
<b>B2. DTSDE Review Type:</b>	SED Integrated Intervention Team (IID)

<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>	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>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>	According to our most recent DTSE review, the school leaders will have a system in place to support instructional practices, Staff professional development, school culture and climate, and student achievement. It was recommended, teacher lesson plans should include at least five required critical components of a lesson plan (e.g. learning targets/objectives, higher order questions, differentiated activities based on data, daily assessment/checks for understanding, total participation protocols, closure) to be used for all subject areas. The school's instructional leaders should plan and deliver training on how to maximize instructional time for delivery of instruction.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Learning targets posted, students able to state, explain and understand his/her Learning target in his her own words. Teacher lesson plans available includes key components. Walk through calendar Walkthrough classroom data

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
Sep-18	Jun-19	Teachers will use and apply Universal Backwards Design Principals to lesson and unit plans to improve student achievement and increase the purpose and coherence of the delivered instruction as seen in lesson plans and informal walkthroughs. (Baselines will be gathered in September/October, January/February goal is 25%, May/June goal is 50%)
Sep-18	Jun-19	Monthly data dialogues conducted during grade level meetings
Sep-18	Jun-19	Six week data cycles followed by data meetings with the Intervention Team that will provide teachers with support in using data to inform instruction and create flexible groups
Sep-18	Jun-19	Use of UBD in Grades K-6
Sep-18	Jun-19	Continue with PD for Zearn for grades 1-5 in math provided by the Intervention Team
Sep-18	Jun-19	Continue with PD for Step Up to Writing in grades K-6 provided by the Intervention Team
Sep-18	Jun-19	We will use the walk through calendar data & job embedded support data to monitor lesson plans, support professional development for staff which will be provided by the instructional coach, behavior specialist, intervention team, and administration.

### 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>	December - 2017	
<b>B2. DTSDE Review Type:</b>	SED Integrated Intervention Team (IID)	
<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>	According to our most recent DTSDE review, school leaders will support teachers to transition from the current predominantly teacher-centered model to a more balanced mix of teacher talk and student talk. Rather than whole group settings, teachers should plan and deliver more opportunities for students to work in small groups with differentiated process, content, and/or outcome based on individual student data. Consideration should be given to requesting training or modeling from district-level Content Area Directors and Instructional Coaches.	
<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>	Increase the academic performance of Tier 2 and Tier 3 students by providing students with individualized and standards based instruction utilizing best practices in daily instruction combined with individualized interventions in reading and math so that 65% of all students that receive intervention services meet or exceed their ROI targets on the June 2018 AIMSweb assessments.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Small group instruction indicated in lesson plans (differentiated Instruction) Small group/differentiated instruction occurring in all classrooms Student centered classrooms Students intellectually engaged	
<b>E1. Start Date:</b>	<b>E2. End Date: Identify</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned</b>
September 2018	June 2019	Use formative assessments to inform instruction in ELA & Math
September 2018	June 2019	Establish primary and intermediate model classrooms for professional development related to instructional practices
September 2018	June 2019	Six week data cycles followed by data meetings with the Intervention Team that will provide teachers with support in using data to inform instruction and create flexible groups
September 2018	June 2019	Monthly data dialogues conducted during grade level meetings
September 2018	June 2019	Intervention logs will be used to monitor student progress and modify intervention based on student need
September 2018	June 2019	Teachers will progress monitor in ELA and Math using AIMSweb Plus. Teachers will monitor their students monthly, bi-weekly or weekly based on data.

## 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>	December - 2017	
<b>B2. DTSDE Review Type:</b>	SED Integrated Intervention Team (IID)	
<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>	According to our most current DTSE review it was noted that, Student Support Staff, in collaboration with the SBPT, should create a Social-Emotional Priority Statement to provide focus and awareness on social-emotional learning and Restorative Practices. An example of a Priority Statement is “The school community will understand and practice the skills for learning empathy for others, emotion management , and problems solving skills.” Appropriate school staff should support the expanded use of Restorative Practices to at least 50% of staff in the building. On-going training should be provided for those who have not yet been trained and for those who need additional support. The school’s K-6 morning meeting model should incorporate restorative activities each day, facilitated by the classroom teacher.	
<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>	Teachers will effectively use PBIS principals in conjunction with restorative practices. This will be evidenced by an increase in instructional time for students by decreasing disciplinary referrals by 10% in the course of the 2018-2019 school year as compared to the 2017-2018 school year.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Calm room Help Zone Support Team (support students in crisis) Reduction in office referrals	
<b>E1. Start Date:</b>	<b>E2. End Date: Identify</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned</b>
Sep-18	Jun-19	Support team established to support students in crisis (Social worker, Parent Liason, Behavior Specialist, CASE)
Sep-18	Jun-19	Establish a Calm Room and Help Zone
Sep-18	Jun-19	Restorative Practices professional development
Sep-18	Jun-19	Data team to develop a system for academic and behavioral concerns
Sep-18	Jun-19	School Climate Committee/PBIS will look at referral data in order to provide students with guidance and problem solving strategies in order to solve problems peacefully
Sep-18	Jun-19	Professional development will be offered to administrators, teachers, and support staff by our school psychologist and restorative practices team throughout the school year

## 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>	December - 2017	
<b>B2. DTSDE Review Type:</b>	SED Integrated Intervention Team (IID)	
<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>	<p>According to our most current DTSE review it was noted that, teachers have not received professional development (PD) focused on addressing students' social- emotional development health needs. The Parent Liaison should develop a detailed plan to improve communications between the school and families.</p> <ul style="list-style-type: none"> <li>○ This plan should include information to parents on Class Dojo or other resources currently used by teachers to expand communication of student progress to more families. At the same time, the school leaders should suggest that teachers use Dojo or another resource to improve communication and update families on how their children are progressing.</li> <li>○ The Parent Handbook should be redesigned, perhaps using the Parent Handbook included in the DTSDE Document Binder. A list of community agencies and the services they provide should be included in this revised handbook along with a list of in-school academic and social-emotional</li> </ul>	
<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>	The Parent handbook will be updated and revised annually by SBPT and PTA members. Teachers and Parent Liaison will use an effective communication tool to communicate with families. Parents will be able to use the parent handbook to seek additional resources.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent handbook revised, updated and distributed to families by September 2018; Classroom teachers use a communication tool to communicate with families. Families will utilize the communication tool (website, class dojo, parent handbook) to be informed about their child's progress and to learn about resources available. Open House and School Orientation events - communication tools/resources discussed, explained and reviewed with families.	
<b>E1. Start Date:</b>	<b>E2. End Date: Identify</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned</b>
June 2018	September 2018	The Parent handbook will be updated and include resources including community agencies and services available for social emotional support.
September 2018	December 2018	Parent Liaison and Teachers will use and communicate to parents (what the tool/resources) an effective communication tool or resources available to them where information is regularly communicated and updated.
September 2018	December 2018	School communicates activities and important information via Website, Robo-calls , parent newsletters and event flyers.