

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 22

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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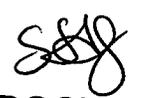
APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18


 WORKING DOCUMENT
 18-19

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

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

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 11, 2018	School 22		
June 18, 2018	School 22		
July 6, 2018	School 22		

Name	Title / Organization	Signature
Nicole Felczak	Teacher	<i>Nicole Felczak</i>
Colleen Tyler	Reading Teacher	<i>Colleen Tyler</i>
LaShara Evans	Assistant Principal	<i>LaShara Evans</i>
Clinton Bell	Principal	<i>Clinton Bell</i>
David Polonia	Assistant Principal	<i>David Polonia</i>
Lindsey Jackson	Teacher	<i>Lindsey Jackson</i>
Sharon Key-Ward	Teacher	<i>Sharon Key-Ward</i>
Rachael Hibbard	Teacher	<i>Rachael Hibbard</i>
Gabby Lahoda	Reading Teacher	<i>Gabby Lahoda</i>
Jen Gentile	Special Education Teacher	<i>Jennifer Gentile</i>
Toemeka Brown	Parent	<i>Toemeka Brown</i>
Noel Colon	TA	<i>Noel Colon</i>
<i>Maura Little</i>	<i>Parent</i>	<i>Maura Little</i>
<i>Brittany Vaccianne</i>	<i>Parent</i>	<i>Brittany Vaccianne</i>

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

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

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

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

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

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" 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).

Classroom teachers met consistently during PLC's and collaborated on curriculum and instruction.

- 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.

Intervention teachers and coaches readjust schedule to provide more time for student interventions.

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

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

Feedback loop for administration to provide support to individual teachers

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

Curriculum and instruction

- 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.

Guiding principals are HELPP - Here, Engaged, Learning, Prepared and Participating. These guiding principals are woven into the goals and activities of our SCEP plan.

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

Grade level teams will identify targeted students and provide them with intervention. Students are identified by NWEA and NYS assessment, as well as CKLA skills assessments.

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

Vertical teams and grade level PLC meetings will drive most of the implementation through weekly meetings and learning walks

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

student attendance and school location - we have an attendance committee that meets weekly to identify needs of students and families. We have a Community Engagement Team that supports the connection of stakeholders

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

This year professional development will focus on the new writing program - Being a Writer and also math instruction with Jeff Mikols

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

implementing weekly principal bulletin which will keep staff informed of school goals and initiatives. School newsletter that goes home to parents monthly. Robo calls and home visits. Implementing Google folder to share information between committees.

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

it will be posted on the RCSD website

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 sustainable school improvement.
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.	Nov-17
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	District led with outside educational expert
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 DTSDE state review in November, 2017, there is a gap in specific feedback given to individual staff.
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 leader will develop a performance feedback loop that results in a differentiated way of responding to individual staff strengths and needs. Administration will continue to meet with PLC grade level teams monthly and add quarterly meetings with individual teachers.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly meetings will review: Informal Classroom Visit Data, student engagement lesson planning, implementation of new writing program, and reciprocal communications data with parents

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.
Sep-18	Jun-18	weekly principal bulletin: including school priorities and goals
		schedule monthly meetings with PLC
		update walkthrough template
		schedule quarterly meetings with individual staff

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:	Nov-17
B2. DTSDE Review Type:	

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 the DTSDE state review of November 2017, there was a gap in our PLC structure and a monthly calendar of professional development activities needed to be established.
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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.	For the 2018-2019 school year, a weekly schedule will be developed for the grade level PLC, which will include: instructional data; intervention; technology; instructional practices; planning; differentiation; rigorous academics; engaging learning; authentic relationships; and social excellence.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC calendar, professional development calendar

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
May-18	May-18	classroom teachers given needs assessment survey
Aug-18	Septeber 2018	leadership and school base will develop PLC calendar for school year
Sep-18	Jun-19	admin will meet monthly with plc to review caledar and progress monitor teams
19-Sep	19-Jun	admin will meet weekly with leadership team to monitor progress of grade level teams

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:	
B2. DTSDE Review Type:	

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 our DTSDE review, there is a gap data collection from focused walkthroughs and the implementation of scheduled learning walks.
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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.	In the 2018-2019 school year, administration will schedule monthly learning walks for teachers and develop a checklist of elements that teachers will use during the learning walks. Teachers will then review collected data during PLC in order to reflect on and identify areas of strength and need.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	strength/need completed reflection form

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	Sep-18	leadership and school base will develop checklist of classroom components for learning walks and reflection form
		develop a schedule for learning walks
Oct-18	May-18	teachers will participate in at least 2, with the goal of 4, learning walks and provide feedback to colleagues
		teachers will complete reflection form to be discussed with admin during quarterly meetings

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:	
B2. DTSDE Review Type:	

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 the DTSDE review, there is a gap in communication among the Multi Tiered Systems of Support Team, Restorative Practices Team, Attendance Team, Administration Team, Leadership Team, and Academic Coaches in regards to sharing social emotional and academic student data.
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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.	Using Google Docs, the teams will work together to create a system for sharing information about students on their various needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Google folder with student information

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.
18-Sep	18-Jun	create & maintain folder for shared student data
18-Sep	18-Jun	monthly meetings with a representative from each of the above teams to discuss student progress & evaluate areas of need

