

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Nathaniel Rochester Community School #3

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Rodney Moore	Title	Principal
Phone	(585) 317-1685	Email	rodney.moore@rcsdk12.org
Website for Published Plan	www.rcsdk12.org		

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

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

Emm

**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.

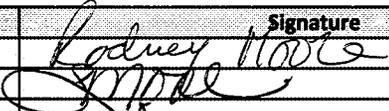
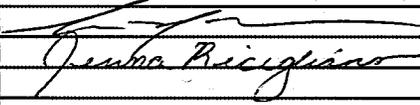
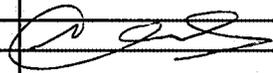
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)
July 11, 2018	NRCS #3- 85 Adams Street		

Name	Title / Organization	Signature
Rodney Moore	School Principal	
Stephanie Moore	Assistant Principal	
Michael Henry	Expanded Learning Coordinator	
Kimberly Brown	ELA Teacher	
Kristine Schultz	Science Teacher	
Ashley Willimas	Teaching Assistant	
Jenna Ricigliano	Gym Teacher	
Vici Patanella	STEM Specialist/ Intervention Teacher	
Elyette Clyburn	Community School Site Coordinator	
Evana Harvey	Parent Representative	
Angela Clemons	Center For Youth	

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:

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").

- | | |
|---|---|
| x | Limited Degree (Fewer than 20% of goals were achieved.) |
| | Partial Degree (Fewer than 50% of goals were achieved.) |
| | Moderate Degree (At least 50% of goals were achieved.) |
| | 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").

- | | |
|---|---|
| x | Limited Degree (Fewer than 20% of activities were carried out.) |
| | Partial Degree (Fewer than 50% of activities were carried out.) |
| | Moderate Degree (At least 50% of activities were carried out.) |
| | 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").

- | | |
|---|--|
| | Limited Degree (No identified subgroups improved achievement.) |
| x | Partial Degree (Some of the identified subgroups improved achievement.) |
| | Moderate Degree (A majority of identified subgroups improved achievement.) |
| | 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").

- | | |
|---|--|
| | Limited Degree (There was no increase in the level of Parent Engagement.) |
| | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| x | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| | 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").

- | | |
|---|--|
| | Limited Degree (Fewer than 20% of planned activities were funded.) |
| | Partial Degree (Fewer than 50% of planned activities were funded.) |
| | Moderate Degree (At least 50% of planned activities were funded.) |
| x | 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 |
| x | 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**:

This information has been based on the IIT recommendations made 11/2/2017

- 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).

One of the most significant positive impacts was the change in passing rates for our high school classes. We had a group of 7th grade students take Algebra I and Living Environment. We also had two 8th grade sections take Algebra I and one of those sections participated in Living Environment as well. A total of 22/35 students enrolled in the LE course passed the regents exam. A total of 35/48 passed the Algebra I Regents exam.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

We took time to create an assessments for our 4th and 8th grade students in order to better identify areas in need of improvement and focus. We grouped our students for science according to need and provided targeted intervention to each.

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

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

We are taking time to revisit our culture and climate by re-introducing our 7 principles of Kwanzaa and creating teams to increase school community among students, staff, parents, and community.

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

Increasing culture and climate by building a stronger and more safe school community. We will ensure that all have a voice and all know their role in the school community. Accountability for all will be at the forefront. We will provide opportunities to monitor and adjust as needed. Per our recommendations we will put an emphasis to ensure what specific tasks students are working on and the assessment and monitoring of them meeting that task. We will ensure that teachers are providing opportunities for rich dialogue and discussion that supports their evidence of learning. We will ensure that communication is clear and easily assessible to the entire school and outside community by providing a forum and means of communication made available for all.

- 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.

At Nathaniel Rochester Community School, we believe that all student can learn. We also understand that students and adults learn at different rates and many need additional time, supports, and interventions to achieve mastery. As a staff, we are committed to doing whatever it takes to ensure student academic and social/emotional growth while providing equitable educational opportunities in a safe and nurturing learning environment for each child. We will also utilize the 7 Principles of NGUZO SABA our school community. UMOJA (Unity)- KUJICHAGULIA (Self-Determination)- UJIMA (Collective Work and Responsibility)- UJAMAA (Cooperative Economics)- NIA (Purpose)- KUUMBA (Creativity)- IMANI (Faith).

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

Grades 4 and 8 Science: 47%. Math Black Students Level 2 and Above: 34%. ELA ED Level 2 and Above GAP w/ non ED Students: -10%

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

Our entire school community will be implementing a consistent positive behavior initiative using the 7 Principles of NGUZO SABA (7NS). Our school will be teamed into the 7 groups which will focus on providing background knowledge and education around each Principle. This will define and drive our school community to help build healthy and stronger relationships.

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

With us being an ELT school, one of the barriers we face is time. We will try to implement most of the learnings before the school year and ensure that this work is part of our professional learning plan which will be on-going. Staff buy-in is another barrier that we anticipate. Some of the ideas to get in front of this is to bring the staff together prior to the school year with team- bonding/building activities that will help define our school. For example: We have scheduled a community week that will include some of our community partners and staff to help give our school a "face-lift"

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

Please see the professional development plan attached.

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

One method will be during daily announcements, which will include a positive act noticed by a team member and always identifying the 7NS. Monthly Newsletters will go out by email to staff, families and community. The School Leader will send weekly summaries and announcements in email to all staff and community partners.

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

The plan will be presented at SBPT meetings, BC, Community Engagement Team Meetings, parent forums, and posted on the School's website and social media sites (if able to do so).

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:	Review was conducted on October 31st -November 2nd of 2017.
B2. DTSDE Review Type:	IIT

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 Integrated Intervention Team, regular monitoring of lesson plans and classroom practice in efforts to determine that higher-level questions are being planned and used during instruction was not evident. It was suggested that the school leader provide a way of tracking teacher practice in this area and provide feedback in order to facilitate improvement.
---	--

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.	By September 2018, a process for reviewing and monitoring lesson plans and classroom practice to ensure higher-level questions are being planned and implemented during instruction will be created and shared among the school community, including students. This will be measured by the school leaders walkthroughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	A specific checklist for monitoring lesson plans and walkthroughs will be created(or revisited) and used to check weekly plans. Frequent walkthroughs will be implemented (each leader will do a minimum of 2 walkthroughs per day).

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.
7/11/2018	7/25/2018	create and approve lesson plan checklist- all administrators will be responsible for the completion of this activity.
7/11/2018	7/27/2018	revisit walkthrough tool to update (include Brian Bizzagotti in this, as he monitors the Google Form for our school)- all admin. Responsible
7/12/2018	28-Aug	Communicate to staff, clear expectation of activity

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:	October 31, 2017- November 2, 2017
B2. DTSDE Review Type:	IIT

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 IIT review, all teachers did not plan a minimum of one higher-level question, which should be open-ended to encourage student discussion for each lesson, everyday. These questions should be explicitly noted in each lesson plan review and be in alignment with the learning target for the particular class. In addition, curriculum resources should be consistent among grade-levels and should be rigorous and aligned to grade-level CCLS.
---	---

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.	By November 2018, 80% of lesson plans will explicitly state one or more higher-level questions which will allow for rich discussion among students in the classroom. This discussion will provide evidence of student understanding toward the learning target. This will be monitored through frequent classroom walk-throughs, monitoring and feedback.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School leaders will participate in a minimum of 2 walkthroughs per day. At weekly admin meetings the data from these walkthroughs will be evaluated and discussed. This information will guide the next week's focus and will be shared with the school community in weekly communication emails. A minimum of 1 walkthrough per month should include the District's content area director to ensure standard alignment.

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
7/11/2018	8/1/2018	reach out to content area directors to gain pacing guides and curriculum recommendations.
7/12/2018	8/1/2018	determine teaching assignments of all staff
7/13/2018	8/1/2018	email school community the lesson plan expectations and checklist for monitoring
7/14/2018	8/13/2018	schedule September Content area director walkthrough
7/15/2018		
7/16/2018		
7/17/2018		
7/18/2018		

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:	October 31, 2017- November 2, 2017
B2. DTSDE Review Type:	IIT

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 IIT, teachers did not provide higher- level questions or high levels of engagement to promote student discussion or interest. Teachers did not provide opportunities for differentiation in order to address gaps between what students know and need to learn.
---	--

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.	By November 2018, teachers will provide opportunities for students to be engaged in rigorous and relevant material that allows opportunity for differentiation and independent learning. Teachers will provide continuous feedback to students and students will play a role in monitoring their achievement. This will be measured through frequent classroom visits, lesson plan review, and student communication during visits.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student goal setting. Students aware of where they are vs where they need to be and how they are going to get there. Independent practices opportunities during instruction. Academic Interventions will be identified. Lesson plan review. Walkthrough checklist.

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.
		Student goal setting
		Grade level meetings
		lesson plan template to include what differentiation looks like for each student
		Identify intervention groups
		identify intervention goals/activities
		ensure walkthrough checklist includes evidence of levels of student engagement and rigorous activities

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:	October 31, 2017- November 2, 2017	
B2. DTSDE Review Type:	IIT	
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 review team, there is no evidence of a school support team that meets regularly to discuss student needs. There is no document which details the school's social/emotional programs or the roles that each person/ community partner/ family/ organization plays. The review team also stated that there is no direct means of consistent communication to the school community to inform of data, events, and families do not understand how to access this information.	
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.	By September 2018, a process for designing a School support team will be assembled and implemented. There will be pre-determined meeting dates for the team. Agendas and meeting notes will be evident at each meeting focusing on targeting students in need of additional academic and behavioral support. By September 2018, a process for consolidating school event dates on one calendar, accessible by our entire school community will be designed on Google Calendar. The calendar will include all school events, meetings, staff birthday, all cultural holidays, etc... We will also have access to our outside display sign to ensure it is updated weekly.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Assign a staff member to take the charge on controlling the calendar and memo board. Create distribution list for SST. Determine dates of meetings for the entire school year, designate same day every two weeks for meeting.	
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.
		determine meeting dates
		determine activities
		create team
		map out year-long calendar (include professional development)

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:	October 31, 2017- November 2, 2017
B2. DTSDE Review Type:	IIT

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 IIT, all families are not notified- by phone- by their child's teacher, of academic or behavior progress. Not all staff is aware of the community partners existence, roles/ responsibilities in the school community. According to student surveys implemented by the Community School Site Coordinator, some students do not feel that they have a positive relationship with their teachers.
---	--

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.	At the end of each week, staff members will make a minimum of 5 positive phone calls home to families. Morning announcements will include a student/staff "shout out" to address a positive job well done. By September 2018 a school wide initiative to promote community and positive relationships will be implemented by 60% of staff, students, and community members. At least 60% of our community partners will have an active role in the school community on a monthly basis.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Compact signatures of families. Documentation evident in Attends Actions on Power School. Assign school staff personel to review ConnectEd report in order to keep school up to date with current family 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.
		staff paint party
		community partner's week to bring in comm. partners to give school a "face-lift"
		plan for daily announcements
		jump start- ROC (Rebuilding Our Culture) by building healthy relationships and positive vibes for a better school community
		new student orientation