

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 45

ENTER DATA INTO ALL YELLOW CELLS.

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

Contact Name	Rhonda Morien	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.



## 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").**

- |                                     |                                                         |
|-------------------------------------|---------------------------------------------------------|
| <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 type="checkbox"/>            | Moderate Degree (At least 50% of goals were achieved.)  |
| <input checked="" 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 type="checkbox"/>            | Moderate Degree (At least 50% of activities were carried out.)  |
| <input checked="" 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 type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Major Degree (All identified subgroups improved achievement.)              |

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

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

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

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

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

- |                                     |                                                            |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/>            | Tenet 6: Family and Community Engagement                   |

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).

The number of children reading on Level moved from 20% schoolwide to 54% this year.

- 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 constantly monitored our plan and adjusted as the data trends showed that we should. After each data cycle we met as a leadership team to discuss the trends and the strengths and weaknesses of our data and adjusted practice accordingly.

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

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

The initiatives developed in our SCEP align with our vision/mission, the DTSDE feedback and our receivership targets.

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

Organizational System structures, 25% increase in the number of students reading on level, 100% of teachers holding reading conferences, Fully Implemented RTI plans, 100% of families will meet with their teachers at least 2x per year.

- 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.

Building a Community of Leaders is our vision. We are working to build strong academic leaders with an understanding of their value in themselves, their school and their community.

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

By the end of the 2018-2019 school year, each grade level will increase its percentage of on grade level readers by 25% as measured by Running Records so that our school average of on level readers moves from 54% to 66.6%.

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

By June 2019, the principal and administrative team will establish and regularly monitor a system where the school is broken up into houses. Each house will have an administrator, two socio-emotional support staff members, a coach and intervention teachers. The house administrator will report out once a week on supervision and instruction, parent engagement, MTSS, attendance, behavior referrals, data and other accountability structures.

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

Staffing vacancies, medical leaves, new middle school team, loss of SIG funding

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

We have a very specific professional development plan for each house with a focus on looking at student work MTSS, Math, unpacking ELA units, reading conferences, adult learning

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

Weekly newsletters to staff, monthly newsletters to families, developed small houses to improve communication, a communications plan developed

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

We will post it on our website and share with the district for the district website.





### 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>	
<b>B2. DTSDE Review Type:</b>	

<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>	As a result of evaluating reading level data trends from grades K-8 over the past two years, there is evidence that shows approximately 54% of students are reading on grade level. After reviewing student performance and looking at student work, it is clear that our students will benefit from an increase in reading conferences and data-informed feedback so that there is an acceleration in reading level proficiency.
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<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>	By the end of the 2018-2019 school year, each grade level will increase its percentage of on grade level readers by 25% as measured by Running Records so that our school average of on level readers moves from 54% to 66.6%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	*Reading conferences will be held and documented with 100% of students across grades K-8 *Running Reading Records will be administered formally 4x/year *Reading Units of Study curriculum will be implemented by 100% of Language Arts teachers throughout the school year. *A balance of fiction and non-fiction leveled text will be provided for each student so that they are afforded numerous opportunities to read throughout the learning day.

<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.	<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 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
September, 2018	Oct-18	Language Arts teachers will be provided with TCRWP Reading and Writing Units of Study. Teachers will also be provided with leveled libraries that support each unit they are teaching. Libraries include leveled fiction and nonfiction text that students will utilize as they grow as independent readers.
September, 2018	10/1/2018	Teachers will create a schedule that ensures each student meets with the teacher for a one to one conference at least once every two weeks.
September, 2018	6/1/2019	Benchmark assessments will take place during September in order to identify the needs of students not reading at grade level. Additionally, benchmark data will provide teachers with information that will allow them to determine areas of need so they can develop a focus for small group instruction and conferences. Students identified as having needs will be grouped in tier 2 and 3 interventions with an Intervention teacher. Students that score at or above grade level will be programmed for acceleration.


### 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>	
<b>B2. DTSDE Review Type:</b>	

<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>	As a result of a school-wide lesson plan walk-through and analysis over two separate points throughout the 2017-2018 school year, it has become evident that there is a need for attention to small group planning. Additionally, reading and writing conference logs were collected and shared with the admin team. Noticeably, lack of written evidence of individual student conferences has created a need for an increase in monitoring and analyzing student strengths and needs as informed by conferences. As a result of the lesson plan walkthrough in the fall there were 31% and the spring 66% of teachers that did not have evidence of data driven planning (formative and summative assessment). Also evidence of differentiation/flexible grouping was not present in 34% (Fall) and 66% (Spring) of lesson plans.
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<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>	100% of teachers will hold reading conferences with all students on a bi-weekly basis and create lesson plans that clearly outlines data driven differentiation between subgroups (small group plans) in order to increase on grade level readers by 25% by the end of June 2019.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Each house administrator K-3, 4-6 & 7-8 will collect and review small group lesson plans and conference logs monthly.

<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.	<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 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.
Oct-18	Jun-19	During grade level PLC coaches will provide targeted professional development on holding individual reading conferences. Teachers will engage in PLC's for one hour per week.
Oct-18	Jun-19	During grade level PLC coaches will provide targeted professional development on small group lesson plans.
Oct-18	Jun-19	Teachers will progress monitor all students in Tier 1 (monthly), Tier 2 (bi-weekly) and Tier 3 (weekly) in order to gather data to inform small group instruction and plan for specific individual student learning gaps.
Oct-18	Jun-19	Teachers will use data from quarterly assessments to establish small groups and plan instruction for all sub groups including enrichment students.
Oct-18	Jun-19	During district provided half-days, teachers will meet as teams to look at small group planning and conference logs.
Oct-18	Jun-19	At least once monthly, administrators will collect conference logs for every classroom teacher.
Oct-18	Jun-19	Coaches will provide classroom modeling for reading conferences as needed.
Oct-18	Jun-19	Administrators will provide opportunities for teachers to observe peers during reading conferences.


## 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>		
<b>B2. DTSDE Review Type:</b>		
<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>	Through the District Leadership Team's completion of the DTSDE planning document, the outcomes of Mary McLeod Bethune School #45 District led review in June 2018 and a review of 2017-18 leading indicator data-collected, it was determined that because there had not been a school-wide focus on professional learning for social-emotional programming and implementation of social-emotional programs was inconsistent among teachers, the percentage of students responding that they feel a sense of belonging was lower than the school's desired outcome. Additionally, there were 168 School #45 students who received Tier 2 & 3 social-emotional support services in the 2017-18 school year.	
<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>	100% of Mary McLeod Bethune Tier 3 students will have a fully implemented RTI plan that addresses their specific social-emotional needs that are monitored 2x/quarter by the grade-level MTSS team and individual case managers.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>• 2x/month MTSS meetings at grade-level bands</li> <li>• 15% reduction in school-wide disciplinary referrals</li> <li>• researched-based social-emotional curriculum and teaching practices</li> <li>• professional learning opportunities for all stakeholders to align practices across the school community</li> </ul>	
<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.	<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 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.
6/25/2018	6/27/2018	Research-based professional learning with Chris Emdin, Author, <i>For White Folks Who Teach in the Hood ...and the Rest of Y'all Too</i> , training on Second Step curriculum, mindfulness and trauma-informed care. This training will be offered at East High School and at School #45 from 8-1pm on June 25, 26, 27 of 2018. The intended audience is School #45 staff, Center for Youth staff, and School #45 community members. Successful implementation will be indicated by a school-wide reduction of out of class referrals and a reduction of referrals for Tier 3 students.
Summer 2018	Summer 2018	Devise/adopt a Tiering system for social-emotional levels of need. This will be created by the school psychologist, social worker and guidance counselor. Successful implementation will be indicated by quarterly monitoring of MTSS referrals to determine Tier movement.
7/1/2018	6/26/2019	Monthly collection and analysis of referrals, visits to Reconnect & ATS, out of school suspensions to determine current social-emotional needs
9/1/2018	6/1/2019	2x/month MTSS meetings at each grade level
9/1/2018	6/1/2019	Invite at least one 3-8 student to participate on the School Based Planning Team
9/1/2018	6/1/2019	Full implementation of Second Step curriculum across K-8 classrooms by classroom teachers as evidenced by teacher lesson plans and administrator walk-throughs.

9/1/2018	6/1/2019	School-based social-emotional response team will research alternatives to suspension to provide the MTSS team with researched-based social-emotional strategies. Successful implementation will be indicated by a reduction in out of school suspensions.
9/1/2018	6/1/2019	Middle school students will be grouped with a staff mentor. These Great 8 groups will meet face-to-face weekly to foster positive peer and home-school relationships. Successful implementation will be evidenced by annual individual presentations of learning by Middle School students.

## 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>	
<b>B2. DTSDE Review Type:</b>	

<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>The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development.</p> <ul style="list-style-type: none"> <li>• Create an action plan that includes goals, benchmarks, progress monitoring, evaluation, and adjustments to ensure the quality and effectiveness of parent outreach.</li> <li>• Monitor and evaluate a system of two-way communication with parents and gather parent feedback about the school to make strategic decisions</li> <li>• Develop a PD plan and provide significant training to staff and parents on the importance of fostering a strong home-school partnership to improve student outcomes</li> <li>• Teachers share student data with parents to varying degrees, in different formats, and through several protocols, but the school does not track and evaluate whether families receive and understand the data.</li> </ul>
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<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>	By June 2019, 100% of families will have a face to face meeting with their child's homeroom teacher two or more times as evidenced by parent/teacher conference logs, a parent PD plan will have been created and implemented and an action plan will be developed and implemented.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Conference Logs, PD Plan, Action Plan

<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.	<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 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.
7/1/2018	9/30/2018	Grade Level Teachers will send a letter to parents that will identify the necessity of the 2 parent teacher conferences for the year.
7/1/2018	9/1/2018	The Parent Involvement Team (PIT) will develop a parent PD plan Monitored Monthly at the PIT team meeting
7/1/2018	9/1/2018	The PIT Team will develop an action plan for Parent Involvement work for the next three years to be monitored monthly at the PIT team meeting