LEA Name:	Rochester City School District
LEA BEDS Code:	261600010089
School Name:	Northwest College Preparatory Jr. High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Steve Soprano	Title		Principal
Phone	585-324-9289	Email		steve.soprano@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

**WORKING DOCUMENT
18-19**

Statement of Assurances

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

| X | 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. |

| X | 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. |

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

| X | 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) . |

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

| X | 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)
September , 2017	Frederick Douglass Campus	May 9, 2018	Frederick Douglass Campus
October 16, 2017	Frederick Douglass Campus	May 31, 2018	Frederick Douglass Campus
December 12, 2017	Frederick Douglass Campus		Frederick Douglass Campus
March 20. 2018	Frederick Douglass Campus		Frederick Douglass Campus
March 28, 2018	Frederick Douglass Campus		Frederick Douglass Campus

Name	Title / Organization	Signature
Lori Laloggia	Teacher/RTA Rep./ NWCP	*signature*
Reyita Perez	Teacher/ NWCP	*signature*
Sue Parker	NWCP Parent	*signature*
	NWCP Parent	
Iris White	NWCP Clerical (BENTE)	*signature*

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").

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
x	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").

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
x	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.)
	Partial Degree (Some of the identified subgroups improved achievement.)
x	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.)
x	Partial Degree (There was a minor increase in the level of Parent Engagement.)
	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
x	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).

Monthly school-wide Pds focused on Literacy across content strategies; weekly grade level team meeting to review standards yet to be taught; Identify which standards can be scaffolded together to ensure a more efficient content delivery; Clearly communicate expectations to students through rubrics, feedback, exemplars; Revisit strategies and interventions to engage students and decrease self-removals; Successfully achieved zero opt-outs on NYS testing

• 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.

*Implemented strategic one on one pull outs to specifically target students differentiated needs and to fill individual academic gaps

*Increased the frequency of parent engagement through home visits and conferences to increase attendance and provide individualized academic and social emotional supports

*Increased targeted interventions throug Iready and Scholastic Scope programs.

*A higher focus on this population will be implemented within team meetings and cohort tracking meetings.

*An intervention prevention team is being produced to support each grade level

*The following strategies have been implemented in an attempt to reduce suspensions and support the building wide focus for restorative practices:

● Help Zone

● Restorative Circles/Mediations

● Center for Youth

● Community Place

● Alternative work settings/reconnect areas

● Re-entry conferences with student and parent

● Proactive parent meetings with student, content area teachers, administrator, social worker, and counselor

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

*Attendance- Increase the amount of PTC; increase amounts of home visits

*Proper use of data to identify more individual rather than group needs- Small group instruction implementation with the iReady curriculum;

Students who received a High Level 1 score on the NYS assessment have been placed in a Math and ELA Lab;

●iReady data, NWEA scores, and formative assessments are used to differentiate curriculum for individual students in weekly team level meetings, common planning time; and weekly cohort tracking meetings.

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

Professional development will be offered during the school day in common planning time meetings for core academic subjects. Funds have been earmarked to provide full faculty professional development. Instructional Coaches will alongside building leaders will lead focused PD during the common planning blocks and after school PDs. RCSD has established systems of PD : RCSD/ RTA PDI (Professional

Development Incentive) which allows teachers to conduct professional learning in the following methods (Collegial Circle, Action Research, Workshop, Conference, Critical Friends, Immersing in Teacher

Practice, Lesson Study, Professional Book Study or College Coursework) and earn a stipend based on the number of hours completed and their years of service.

Learning is available for teachers. Through focused monitoring, student and teacher performance will improve.

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

The school leader will implement and continue the following forms of communication to strengthen and continue to build relationships with school staff and community:
Parent and student orientations, parent conferences, department meetings, School Newsletter, School Website, Mailings, Robo-calls, and Assemblies.

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

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:	April 11-13, 2017
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE review, the team identified the need for a formalized walk through process and schedule that would provide actual timely feedback to teachers in alignment with school instructional priorities.

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 June 2019, 100% of teachers will have received 3 informal walkthroughs each month and have been provided actionable feedback that can be observed the following month.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher evaluation data, walkthrough tool data, student outcomes.

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.
Sep-18	Jun-19	Teacher walkthroughs, formal and unannounced obser
Sep-18	Jun-19	Formal obsrvations
18-Sep	Jun-19	Unnanounced observations

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:	April 11-13, 2017
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE review, the majority of instruction observed by the team was found to be teacher centered and did not provide students with the opportunity to engage with conceptual understanding.

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 June 2019, 80% of teachers will demonstrate evidence of student centered instruction through use of : *total participation protocols *project based learning *higher order questioning Evidence will be reflected through teacher walk through data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*Walkthrough data *Leadership team lesson plan review *Looking at student work protocols

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
Aug-18	Aug-18	Professional development focused on strategies for student centered instruction
Sep-18	Jun-19	Classroom walk throughs

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:	April 11-13, 2017
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE review, the team identified the lack of two-way communication between students and teachers in regards to student performance.

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 June 2019, 85% of student population will take part in a personal conference with each content area teacher at the midpoint of each marking period.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*Student conference tracking tool. *Teacher created schedules for individual conferences *Individual conference time will be reflected in Lesson Plans

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	Aug-18	Develop student tracking conference tool
Oct-18	Jun-19	Develop and review of mid marking period conference reports
18-Oct	Jun-19	Grade level team meeting will address student trends identified during conferences

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:	April 11-13, 2017
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE review, the team identified many SEDH supports, however there was not a system for structured consistent follow up and two way communication with classroom 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.	By June 2019, the school will reduce suspension by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*Grade level team meeting minutes and agendas *PHZ data *Continual review of suspension data

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.
Sep-18	Jun-19	Bi-weekly grade level team meetings
Sep-18	Jun-19	Bi-weekly grade cohort tracking meetings

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:	April 11-13, 2017
B2. DTSDE Review Type:	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.	As evidenced by the most recent DTSDE review, the team identified a lack of two way communication between staff and parents. School has failed to identify barriers and information related to parent involvement.

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 June 2019, the school will increase overall attendance by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*Calendar of school events *Number of home visits *On site Parent conferences

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	Aug-18	Create calendar of school events
Aug-18	Aug-18	Targeted home visits
Sep-18	Oct-18	Recruitment and development of PTO
Sep-18	Jun-19	Attendance blitz