

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Rochester Early College International High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

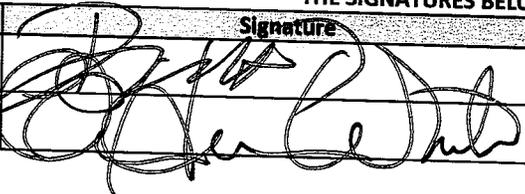
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

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

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input 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 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 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 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).

More awareness on school's Early College Concept, accelerated instructional program with semester courses, promotion of college going culture with MCC field trips.

- 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.

Incorporation of more student social-emotional strategies such as orange pass, green pass etc. Credit and learning recovery plans in place in second semester to promote student achievement.

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

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

Emphasis on school wide practices with common understanding among all stakeholders.

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

Preparing our students to be college ready and globally competent by meeting academic, social and emotional needs

- 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.

Our vision is for each and every scholar to graduate as globally competent, college and career ready, upstanding citizens. Our identified needs are directly aligned with our school's vision.

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

Cohort 2018 targets set by Smart Scholars Grant

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

Regular communication, walk-throughs and meetings

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

Limited space challenges with master schedule, lack of common planning times and teacher collaboration between two campuses

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

Differentiation, Early College Model and Parent Trainings

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

RECIHS Digest, Cookies and Conversations, phone calls, restorative practices conversations, circles, surveys and meetings.

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

Email to staff, shared during meetings, posted on the 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
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.	February 6-8, 2018
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 2017-18 DTSDE review, there is a need to establish expectations on the use of student data in planning and delivering high quality instruction for all students.
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 leaders and department teams will review and analyze student data biweekly to plan and deliver high quality instruction in 90% of classrooms.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Department meeting agendas, department/teacher specific data analysis findings, lesson plan exemplars and classroom walk-throughs

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.
July	September	Department liaisons/lead teacher will set expectations and agendas for department meetings to conduct data analysis.
September	June	Department teams will collect, review and assess student data biweekly such as demographic data, common assessments, attendance, behavior data, STAR room data, report card data, progress report data, Regents exams data etc. and record their findings and action plans aligned with Early College concept.
September	June	Teachers will plan and deliver high quality instruction based on student data findings and incorporate high quality questioning and differentiation.
		Administrators will collect lesson plans as exemplars and conduct classroom walkthroughs to promote rigor and high quality instruction in classrooms.

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:	February 6-8
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.	Based on 2017-18 DTSDE reivew, there is a need to develop a plan for each content area to deliver at least one interdisciplinary unit of instruction.
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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.	100% of content areas will develop a plan to deliver at least one interdisciplinary unit of instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Interdisciplinary plan for each content area, timeline of delivery

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
July	September	Department Liasions will work with other content areas to develop and submit at least one interdisciplinary unit of instruction.
September	June	Each content area will deliver that interdisciplinary unit of instruction in their classrooms and collect student work exemplars as a reflection.

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:	February 6-8
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.	Based on 2017-18 DTSDE recommendations, there is a need to improve classroom practices in areas such as student groupings, differentiation, student self-evaluation with actionable feedback and higher order questioning.
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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.	School leaders in collaboration with instructional coaches and specialized services will plan and offer a series of professional development opportunities to 100% of RECIHS staff on improving teacher practices in the following areas: student groupings, differentiation, student self-evaluation with actionable feedback and higher order questioning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional development calendar, attendance sheets

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.
July	September	School leader will work with instructional coaches and specialized services to develop a calendar of professional development offerings related in the listed areas and share it with RECIHS staff.
September	May	RECIHS staff will participate in these professional development opportunities that will produce an end product/lesson plan reflecting the implementation of these listed classroom practices.
September	May	School leaders will conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward the goal.



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:	February 6-8
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.	Based on DTSDE recommendation in 2017-18 school year, there is a need to create an intervention team to develop a comprehensive school wide social developmental health intervention system.
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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.	The school leaders in collaboration with student support staff and department of specialized services will develop a comprehensive school-wide social emotional developmental health intervention system to provide school supports to 100% of students to be socially successful and to remove barriers to learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting minutes, student data, student referral data, STAR room data, RTI data, 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.
July	September	The school leaders in collaboratin with student support staff and department of specialized services will create an intervention team.
September	October	The RTI Specialist/Instructional Coach will work with the intervention team to develop a comprehensive school-wide social emotional developmental health intervention system for student supports.
October	June	The intevention team led by the RTI Specialist/Instructional Coach will collect and share student social emotional developmental health data with staff biweekly maintaining student confidentiality as needed.
October	June	The RTI Specialist/Instructional Coach will create a social-emotional consortium in collaboration with the intervention team to collect, track and assess students' social and emotional data such as student referral data, STAR room data, suspension data, RTI data, attendance data and report card data biweekly and develop individualized action plans accordingly to remove barriers to learning and promote student success.
October	June	The school leaders in collaboration with student support staff will promote the use of restrotive practices to continue to foster a caring and positive cutlure.

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:	February 6-8
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.	Based on DTSDE recommendations in 2017-18 school year, there is a need to develop a service provider flow chart for stakeholders and parent training opportunities on how to create and sustain home-school partnerships to support students' social-emotional health and achievement.
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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.	The school leader in collaboration with the parent liaison and student support staff will develop and share a service flow chart and parent training calendar with 100% of RECIHS families to provide access to school and community based services to support students' social-emotional health and achievement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent survey, parent training calendar, service flow chart, parent attendance 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.
May	June	The school leaders will conduct a parent survey to determine barriers to participation in school events; ways to improve the quality of reciprocal communications and determine parent training needs to build home-school partnerships.
September	October	The school leader in collaboration with the parent liaison and student support staff will develop and share a service flow chart with RECIHS families to provide access to school and community based services to support students' social-emotional health.
September	October	The school leader in collaboration with the parent liaison and student support staff will develop and share a parent training/professional development calendar with RECIHS families to promote their involvement in their child's education and school.
September	June	The parent liaison will reach out to families via phone calls, letters or home visits for every school event to encourage their participation and maintain data on their attendance.
September	June	The school leader will schedule "Cookies and Conversations" and PTSO meetings to promote two-way reciprocal communicating between school and families.
September	June	Teachers will contact families of scholars who will be at-risk of meeting standards in their classes at least once every marking period and maintain a log to document these contacts. The purpose of contact is to inform parents about their child's academic progress and school support opportunities to promote student achievement.
