

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 plan before it is approved.
2. The 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
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. The SCEP contains at least one evidence-based intervention.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Joseph C. Wilson Magnet High School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Julie VanDerwater	Title	Principal
Phone	(585) 328-3440	Email	julie.vanderwater@rcsdk12.org
Website for Published Plan	https://www.rcsdk12.org/profile/wilson		

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

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Julie VanDerwater	Principal/Joseph C. Wilson Magnet High School	<i>Julie VanDerwater</i>	5/17/19
Tara Wade	Assistant Principal/Joseph C. Wilson Magnet High School	<i>Tara Wade</i>	5/15/19
Victoria Robertson	PTSO President/Joseph C. Wilson Magnet High School	<i>Victoria Robertson</i>	5/16/19
Jeff Sciortino	Parent on SBPT/Joseph C. Wilson Magnet High School	<i>Jeff Sciortino</i>	5/16/19
Alisa Blanco	Teacher/Joseph C. Wilson Magnet High School	<i>Alisa Blanco</i>	5/16/19
Melanie Williams	School Counselor/Joseph C. Wilson Magnet High School	<i>Melanie Williams</i>	5/15/19
Melissa Neill-Adams	Teacher/Joseph C. Wilson Magnet High School	<i>Melissa Neill-Adams</i>	5/15/19

Karen Reyes	Teacher/Joseph C. Wilson Magnet High School	Karen A. Reyes	May 16, 2019
Brooke Boutwell	Teacher/Joseph C. Wilson Magnet High School	Brooke Boutwell	May 15, 2019
Rosa D'Aiuto	Teacher/Joseph C. Wilson Magnet High School	Rosa D'Aiuto	May 17, 2019
Deyon Waller	Teacher/Joseph C. Wilson Magnet High School	D. Waller	5/17/19
Theresa Sarkis-Kruse	Parent/Joseph C. Wilson Magnet High School	Theresa Sarkis-Kruse	May 15, 2019
Anthony Padilla	Parent Liaison/Joseph C. Wilson Magnet High School	Anthony Padilla	5/17/19
Kenneth Stevens	Parent on SBPT	Kenneth Stevens	5/29/19
Kaitlin Burgstrom	Intervention Prevention Teacher	Kaitlin Burgstrom	May 15, 2019
Mercedes Hollister	Reading Specialist	M. Hollister	May 15, 2019
Madison Shepard	Math Teacher/Joseph C. Wilson Magnet High School	Madison Shepard	5/15/19

Marquitta Scott
Abigail Quiñones

Parent on SBPT
Student

M.A.

Abigail Quiñones

5/29/19

Janell Ivy

Student

Janell Ivy

6/14/19

6/14/19

Ladasha Jones

Student

Ladasha Jones

6/14/19

Elijah Lesprier

Student

Elijah Lesprier

6/14/19

Dwayne Holmes

Student

Dwayne Holmes

6/14/19

Kayana Sims

Student

K. Sims

6/14/19

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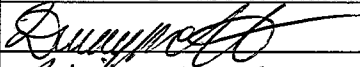
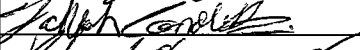
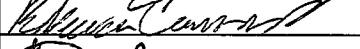
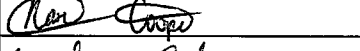



Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Dwayne Holmes	Student		7/29/19
TaNiah Sanders	Student		07/29/2019
Rebecca Connors	Student		07/29/2019
Karett Cooper	Student		07/29/2019
Madilyn LaMora	Student		07/29/19
Jaden Townsend	Student		8-2-2019
Briyanna Pitts	Student		8-2-19
	Student		
	Student		

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X	State-Supported		
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Strategy the school will implement:</td> <td style="padding: 5px; text-align: center;">Early Warning Intervention and Monitoring System</td> </tr> </table>	Strategy the school will implement:	Early Warning Intervention and Monitoring System
Strategy the school will implement:	Early Warning Intervention and Monitoring System		

	Clearinghouse-Identified						
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Strategy the school will implement:</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Clearinghouse</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Rating from Clearinghouse</td> <td style="padding: 5px;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title		
Julie VanDerwater	Principal/Joseph C. Wilson Magnet High School	Janell Ivy	Student
Tara Wade	Assistant Principal/Joseph C. Wilson Magnet High School	LaDea Jones	Student
Victoria Robertson	Parent; PTSO President/Joseph C. Wilson Magnet High School	Elijah Lespier	Student
Jeff Sciortino	Parent on SBPT/Joseph C. Wilson Magnet High School	Dwayne Holmes	Student
Alisa Blanco	Teacher/Joseph C. Wilson Magnet High School	Keyana Sims	Student
Melanie Williams	Teacher/Joseph C. Wilson Magnet High School	Taniah Sanders	Student
Melissa Neill-Adams	School Counselor/Joseph C. Wilson Magnet High School	Rebecca Connors	Student
Karen Reyes	Teacher/Joseph C. Wilson Magnet High School	Karett Cooper	Student
Brooke Boutwell	Teacher/Joseph C. Wilson Magnet High School	Madilyn LaMora	Student
Rosa D’Aiuto	Teacher/Joseph C. Wilson Magnet High School	Jaden Townsend	Student
Deyon Waller	Teacher/Joseph C. Wilson Magnet High School	Briyanna Pitts	Student
Theresa Sarkis-Kruse	Parent/Joseph C. Wilson Magnet High School		
Anthony Padilla	Parent Liaison/Joseph C. Wilson Magnet High School		
Kaitlin Burgstrom	Intervention Prevention Teacher		
Mercedes Hollister	Reading Specialist		
Madison Shepard	Math Teacher/Joseph C. Wilson Magnet High School		
Kenneth Stevens	Parent on SBPT/Joseph C. Wilson Magnet High School		
Marquitta Scott	Parent on SBPT/Joseph C. Wilson Magnet High School		
Abigail Quinones	Student		

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of Those Involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	4/10/19, 4/22/19, 4/29/19, 5/3/19, 5/8/19, 5/13/19, 7/29/19	JV, KB, GR, TW, NL, MH, VR, AB, MW, MN, DW, DH, TS, RC, KC, ML,	
Determining priorities and goals based on the needs identified	4/10/19, 4/22/19, 4/29/19, 5/2/19, 5/7/19, 5/8/19	JV, KB, GR, TW, NL, MH, VR, AB, MW, MN, DW, JS, TS	
Identifying an evidence-based intervention	5/1/19, 5/2/19	MH, KB, MR, JV, MS	Restorative Justice/Principal Leadership Development 1 (coaching)

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/2/19, 5/7/19, 5/6/19, 5/14/19, 5/15/19, 7/29/19, 8/2/19	VR, JS, AP, JV, TW, MS, DH, TS, RC, KC, ML, JT, BP	
Identifying a plan to communicate the priorities to different stakeholders	5/14/19, 5/15/19, 7/29/19, 8/2/19	KB, JV, AP, TS, DH, TS, RC, KC, ML, JT, BP	How to utilize technology to increase number of stakeholders reached regarding priorities

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:		
		All Students-66.3%
A2. 5-Year Graduation Rate Baseline Data:		
		All Students- 68%
A3. 6-Year Graduation Rate Baseline Data:		
		All Students- 74.6%
<i>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</i>		
B1. 4-Year Graduation Rate SCEP Goal		All Students- 70.4%
B2. 5-Year Graduation Rate SCEP Goal		All Students- 74.8%
B3. 6-Year Graduation Rate SCEP Goal		All Students- 79.7%
<i>TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>		
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this need.	Based on data collected during cohort reviews, it was determined that there was a need for strategic scheduling of Regents Exams for ENL students and Students with Disabilities.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in
Aug 2019	Aug 2019	Schedule students for January Regents Exams and create a preparation pathway towards achievement on the upcoming exams
August 2019	Aug 2019	Administration reviews schedules to ensure appropriate review classes and accurate number of Regents exams appear on
August 2019	Sep 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement
September 2019	Jan 2020	Semester review classes are integrated into student schedules (for Regents Classes - Global, US, AlgGeoBlend, LE)
Nov 2019	Nov 2019	Afterschool Review sessions are communicated to students and families for Regents preparation
Nov 2019	Jan 2020	Implement Regents Review Sessions
August 2019	January 2020	Specific student support team will conduct biweekly cohort tracking meetings for repeating 9th graders.
August 2019	January 2020	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	January Regents Results would each increase by 2.5% from the previous year: Alg 1 - 30.5% ELA - 59.5% LE - 40.5% Global Transitioning - 30.5%
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the
January 2020	February 2020	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in
Jan 2020	June 2020	Semester review classes are integrated into student schedules (for Regents Classes - Global, US, AlgGeoBlend, LE)
Apr 2020	Apr 2020	Counselors develop a preparation pathway towards achievement on the upcoming exams with students
Apr 2020	Apr 2020	Afterschool Review sessions are communicated to students and families for Regents preparation
Apr 2020	June 2020	Implement Regents Review Sessions
January 2020	June 2020	Specific student support team will conduct biweekly cohort tracking meetings for repeating 9th graders.
January 2020	June 2020	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.
April 2020	June 2020	Cohort level teams will conduct cohort tracking meetings every 2 weeks for students in the graduating cohort.

A1. ELA Baseline Data:	All Students- 96.7	
A2. Math Baseline Data:	All Students- 70.5	
<i>TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup</i>		
B1. ELA SCEP Goal	All Students- 130.8	
B2. Math SCEP Goal	All Students- 108.7	
<i>TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>		
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on evidence collected through walkthroughs, RtI meetings, Regents results and report card data, it was determined that there is a need for improved systems of progress monitoring within the Math and ELA classrooms.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
June 2019	June 2019	Determine and gain access to assessments suitable for benchmark and/or baseline testing
Aug 2019	September 2019	Strategically organize students into Math Lab/ELA Lab/AVID
August 2019	Sep 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process, including a plan for professional learning focused on the RCSD's instructional framework.
September 2019	January 2020	Instructional Leadership Team will conduct walkthroughs to assess implementation of the instructional framework and provide feedback as needed.
September 2019	September 2019	Administer benchmark testing in Math and ELA
September 2019	September 2019	Use of common planning time to assess benchmark data to create individualized goals for students.
September 2019	September 2019	Develop after school tutoring plan for the year
September 2019	Jan 2020	Provide individualized interventions during .5 credit lab course (every other day)
September 2019	Jan 2020	Conduct biweekly assessments to monitor student progress
Oct 2019	Oct 2019	Create intervention class that can be retaken throughout high school and offered based on individual student needs. (for Fall of 2020)
Nov 2019	Nov 2019	Submit new intervention course proposal
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While	Based on benchmark assessments, 60% of students will be on track to receive a score of 65 or higher on a Math or ELA Regents.	
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
January 2020	February 2020	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement.

Jan 2020	June 2020	Provide individualized interventions to include .5 credit lab course (every other day), marking period recovery, online credit recovery and Twilight (after school tutoring).
Jan 2020	June 2020	Conduct biweekly assessments to monitor student progress in math and ELA classes
January 2020	June 2020	Instructional Leadership team will meet with departments during common planning time to review biweekly assessment data.
April 2020	June 2020	Identify students that should continue or begin receiving intervention services in Math and ELA. Add Math and ELA intervention course to students' schedules for 2020-2021 school year

Survey

Survey		
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	I feel safe at this school.	
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.	Strongly Agree: 0% Agreed: 66% Disagree: 33% Strongly Disagree: 0% (9 students responded)	
B1. SCEP Goal for Survey Question	70% of All Students Agree or Strongly Agree	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on evidence collected through the School Climate Survey, the school has identified a need to collect more information about ways in which students feel safe or unsafe at the school, and create and implement a plan to increase the numbers of students who feel safe.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Aug 2019	September 2019	Create a committee in charge of multicultural and student group celebrations to support all students to feel like a part of the community
September 2019	September 2019	Have restorative students develop PD for support staff and SSOs in order to educate adults as to how children feel in the building
September 2019	September 2019	Conduct modified survey of students to determine in what ways they feel safe or unsafe
September 2019	September 2019	Create small (10-15 student) homebases to foster better teacher-student-home relationships
September 2019	Oct 2019	Create a calendar of events for celebrations throughout the year to celebrate student voice and to support all students feeling a part of the
Oct 2019	Oct 2019	Restorative students conduct training for support staff and SSOs
Oct 2019	Jan 2020	Faculty and Staff utilize restorative practices in their interactions with students and families (as demonstrated through observed daily interactions,
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Give students a modified survey. Progress will be noted if >66% of students indicate they feel safe at school.	

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
Jan 2020	January 2020	Conduct modified survey of students to determine in what ways they feel safe or unsafe
Jan 2020	Feb 2020	Review results of survey to determine student perception of safety
Jan 2020	Jun 2020	Based on survey results, implement homebase activities to promote community
Jan 2020	June2020	Reposition SSOs in hallways as needed based upon survey results
Jan 2020	June 2020	Continue Celebrations
Jan 2020	June 2020	Faculty and Staff utilize restorative practices in their interactions with students and families

College, Career, and Civic Readiness or School-Selected Indicator

A1. College, Career, and Civic Readiness or All Students- 76.2

B1. SCEP Goal for College, Career, and Civic All Students- 83.8

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, Based on data collected during 5-week cohort reviews, it was determined that there was a need for increased access to multiple pathways to graduation, including the Seal of Biliteracy, Advanced Regents, IB Diploma and CDOS options.

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Aug 2019	September 2019	Seal of Biliteracy team will create a student-friendly timeline/pathway towards meeting requirements to earn the Seal of Biliteracy by graduation
August 2019	September 2019	The AVID team will identify and enroll students, based on specific indicators, in AVID classes at each grade level.
September 2019	Jan 2020	The AVID team will meet monthly to assess overall program needs and student progress based on clearly identified roles.
September 2019	Oct 2019	Counselors lead informational sessions with students on graduation requirements (focus on Advanced Regents Diploma) and credit progression through high school.
Oct 2019	Nov 2019	Meet with identified student candidates for the Seal of Biliteracy to outline the pathway with their advisor
Oct 2019	Jan 2020	College and Career workshops through Naviance (counselors)
Nov 2019	Nov 2019	Meet with Identified students' parents for the Seal of Biliteracy to outline the pathway to encourage the home-school connection
Nov 2019	Jan 2020	Grade specific Career and College workshops through Naviance (counselors)
Dec 2019	Jan 2020	1st quarter grade review meetings
January 2020	Jan 2020	Grade specific Career and College workshops through Naviance (counselors)
August 2019	January 2020	Collaborate with the Executive Director of Career Pathways & College and Business Partnerships to establish CTE pathways at Wilson
August 2020	August 2020	incorporate additional CTE courses delivered by CTE teachers in both technology and design to the Master Schedule

E1. Mid-Year Benchmark(s) - Identify what 80% of students will be scheduled for a graduation pathway to include Seal of Biliteracy, Advanced Regents, IB Diploma or CDOS option.

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Jan 2020	Feb 2020	English Team collaborates to create a culminating research project that includes a speaking component
January 2020	February 2020	Complete course selection for 2020-2021 school year
January 2020	June 2020	Collaborate with the Executive Director of Career Pathways & College and Business Partnerships to establish CTE pathways at Wilson
February 2020	February 2020	Counselors and administrators conduct 2nd Quarter/Mid Year grade review meetings, seniors in danger of not graduating meetings Round #1 (parents invited)
February 2020	March 2020	Seal of Biliteracy candidates meet with their advisors to check progress on Final Project

February 2020	June 2020	Grade specific Career and College Workshops through Naviance
March 2020	Jun 2020	Juniors will be provided access to college and career experiences both at school and in the community.
March 2020	May 2020	Seal of Biliiteracy candidates will participate in an expo to practice their final project presentations
April 2020	May 2020	Counselors and administrators conduct 3rd Quarter grade review meetings
April 2020	May 2020	Junior Exit Interviews conducted at a local college (college/career readiness)
April 2020	May 2020	Counselors and administrators conduct seniors in danger of not graduating Meetings Round #2 (parents invited)
April 2020	May 2020	Seal of Biliiteracy candidates present their final projects to the committee
May 2020	June 2020	The 9th grade 5 year plan meetings will be conducted with counselors and administrators

English Language Proficiency or School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data	All Students- .85
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students- 1.00
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on data collected during walkthroughs, RtI meetings and NYSESLAT scores, it has been determined that there is a need for ENL students to increase production of academic language.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between
Aug 2019	Sep 2019	The registrar and counselors will review ENL student schedules along with ENL teachers to ensure students' schedules represent their needs.
Aug 2019	Jan 2020	PD series led by ENL teachers to provide strategies and supports for creating authentic speaking opportunities in the content classrooms
Sep 2019	January 2020	Implementation of authentic speaking opportunities will be monitored during walkthroughs.
Nov 2019	November 2019	Create a benchmark assessment that serves as a replica to the NYSESLAT
November 2019	November 2019	Administer benchmark assessment that replicates the NYSESLAT
January 2020	January 2020	Benchmark assessment data will be reviewed to inform instruction and test taking strategies

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	34.6% of students will demonstrate progress towards proficiency on the NYSESLAT Benchmark assessment.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
Jan 2020	Feb 2020	English Team collaborates to create a culminating research project that includes a speaking component
January 2020	January 2020	Benchmark assessment data will be reviewed to inform instruction and test taking strategies

Jan 2020	June 2020	Implementation of authentic speaking opportunities will be monitored during walkthroughs.
March 2020	March 2020	Administer benchmark assessment that replicates the NYSESLAT
April 2020	June 2020	Utilize assessment and walkthrough data to make recommendations for summer programs.
April 2020	April 2020	Utilize student performance stat to create ENL student schedules for following year.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most	All Students- 40.8%
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B1. SCEP Goal for Chronic Absenteeism (if	All Students- 38.1%
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on evidence collected through average daily attendance data, it has been identified that there is a need for stronger early warning intervention systems to be implemented at the school in order to support improved student attendance.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	Aug 2019	Identify students who have a history of chronic absenteeism by reviewing previous attendance data.
August 2019	Aug 2019	Home School Assistant will visit homes and summer school programs to encourage student attendance and open communication between parents and school community.
September 2019	Jan 2020	Monthly SST meetings will analyze data and assign interventions for students and monitor progress.
August 2019	Jan 2020	Home-School Assistant will make home visits to encourage student attendance and open communication between parents and school community.
Oct 2019	Oct 2019	Review student data to include new students at risk of chronic absenteeism (MP1)
Jan 2020	Jun 2020	Review student data to include new students at risk of chronic absenteeism (MP2).

E1. Mid-Year Benchmark(s) - Identify what	The chronic absenteeism rate for the school will be 39.5% or less.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Home-School Assistant will make home visits to students with chronic absenteeism to encourage participation and provide resources to families.
Feb 2020	June 2020	Monthly SST meetings will analyze data and assign interventions for students and monitor progress.
Apr 2020	April 2020	Identify students who have a history of chronic absenteeism by reviewing previous attendance data. (MP3)
June 2020	June 2020	End of Year Benchmark Meeting to review process and identify students to target in 2020-2021 school year
June 2020	June 2020	Identify students who have a history of chronic absenteeism by reviewing previous attendance data. (MP4)