LEA Name:	
LEA BEDS Code:	261600010015
School Name:	The Children's School of Rochester (No. 15)

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jay Piper	Title	Principal
Phone	585-262-8830	Email	Jay.Piper@rcsdk12.org
Website for Published Plan	https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/domain/96/scep%20sy%2018/15%20SCEP.pdf		

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 identifed 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
Josephine Dale	Teacher, Assessment Work Group		
Mindy DiSanto	Teacher, Assessment Work Group		
Theresa Moraldo	Teacher, Assessment Work Group		
Denise Rainey	Assistant Principal, Assessment Work Group		
Meaghan Smith	Teacher, Assessment Work Group		
Eric Williamson	Teacher, Assessment Work Group		
Amy Zhan	Teacher, Assessment Work Group		
Chywane Collins-Ely	Teacher, Facilities Work Group		

David Dowd	Teacher, Facilities Work Group		
Sonia Lagares-Wright	Teacher, Facilities Work Group		
Estelle Medina-Colon	Teacher, Facilities Work Group		
Al Nash	Teacher, Facilities Work Group		
Jamie Prescott	Head Custodian, Facilities Work Group		
Mary Ann Smith-Williams	Teacher, Facilities Work Group		
Rob Alexander	Teacher, Organizational Development Work Group		
Jennifer Benton	Teacher, Organizational Development Work Group		
Traci Comstock	Teacher, Organizational Development Work Group		
Jay Piper	Principal, Organizational Development Work Group		
Carson Scott	Parent, Organizational Development Work Group		
Danielle Vaccaro	Teacher, Organizational Development Work Group		
Dana Williams	Teacher, Organizational Development Work Group		
Meghan Bosek	Teacher, Staff Development Work Group		
Cristine Buckett	Teacher, Staff Development Work Group		
Mary Beth Elko	Parent, Staff Development Work Group		
Brandon Fowler	Teacher, Staff Development Work Group		
Melissa Frost	Teacher, Staff Development Work Group		
Juliana Karr	Teacher, Staff Development Work Group		
Andy Paris	Teacher, Staff Development Work Group		
Eli Artman	Teacher, Stake Building Work Group		
Bethany Bibbee	Teacher, Stake Building Work Group		
Margaret Cain	Teacher, Stake Building Work Group		
Jaime Cranker	Teacher, Stake Building Work Group		
Cheri France	Teacher, Stake Building Work Group		
Shannon Gross	Teacher, Stake Building Work Group		
Jessica Gustafson	Parent, Stake Building Work Group		

Lauren Payne	Teacher, Stake Building Work Group		
Lori Powers	Paraprofessional, Stake Building Work Group		
Cynthia Shea	Teacher, Stake Building Work Group		
Teena Artman	Parent, Teaching and Learning Work Group		
Jessica Banks	Teacher, Teaching and Learning Work Group		
Margot Egling	Teacher, Teaching and Learning Work Group		
Tyrell Jackson	Teacher, Teaching and Learning Work Group		
Mary Kay Osborne	Teacher, Teaching and Learning Work Group		
Sarah Quinter	Teacher, Teaching and Learning Work Group		
Margaret Toscano	Teacher, Teaching and Learning Work Group		

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 distribution through public agencies.

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.
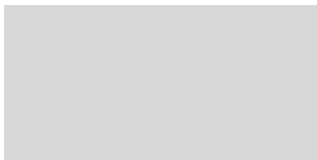
Evidence-Based Intervention

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.

Strategy the school will implement:	Professional Learning Communities	

	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.

Strategy the school will implement:	
Clearinghouse	
Rating from Clearinghouse	

	School-Identified

If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.

Strategy the school will implement:	

ESSA Evidence-Based Tier (1, 2, 3)	
Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intevention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

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
Josephine Dale	Teacher, Assessment Work Group
Mindy DiSanto	Teacher, Assessment Work Group
Theresa Moraldo	Teacher, Assessment Work Group
Denise Rainey	Assistant Principal, Assessment Work Group
Meaghan Smith	Teacher, Assessment Work Group
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Mary Kay Osborne	Teacher, Teaching and Learning Work Group
Sarah Quinter	Teacher, Teaching and Learning Work Group
Margaret Toscano	Teacher, Teaching and Learning Work Group

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			
Determining priorities and goals based on the needs identified			
Identifying an evidence-based intervention			
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified			
Identifying a plan to communicate the priorities to different stakeholders			

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	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students-74.6 SWD- NA ELL- 62.3
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-79.6 SWD- NA ELL- 67.3
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.	According to our school wide staff survey and teacher feedback, a comprehensive high-quality common curriculum in ELA, which logically builds from grade level to grade level (K-6) and focuses on foundational skills, reading and writing, is necessary to increase student achievement. Our entire school community (i.e. students, guardians, teachers, administrators) needs a clearer understanding of how the curriculum is aligned to the appropriate grade level standards, and to engage in ongoing discussions focused on how the curriculum and instructional strategies (i.e. interventions, differentiation, discussion protocols) are used as vehicles to move our students academically to the mastery of grade-level standards.

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 Areas of Need and Improve 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.
5/9/19	5/9/19	Members of our school's Organizational Development Work Group met to review and discuss the results of our staff survey conducted by our school's Assessment Work Group.
5/13/19	5/15/19	Principal met with grade level teams to discuss the results of the staff survey, share feedback from Organizational Development Work Group, and gather further input from grade level teams.
5/16/19	5/16/19	Results of feedback indicating areas of need were shared at Operations (staff meeting).
5/17/19	5/17/19	Gave access to staff to view current draft of SCEP on Google Docs

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.		

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 Areas of Need and Improve 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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-89.4 SWD-NA ELL-84
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**	All Students-94.4 SWD-NA ELL-89
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.	According to our school wide staff survey and teacher feedback, more professional learning is needed to better understand and implement the *Zearn* Math Program. Currently in its first year of adoption at our school, teachers shared that some students show more academic growth with *Zearn* than others. More professional learning and discussion is needed to refine instructional best practices, and optimize ways to make the program beneficial to all students (i.e. students with disabilities, English language learners, advanced students).

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 Areas 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.
5/9/19	5/9/19	Members of our school's Organizational Development Work Group met to review and discuss the results of our staff survey conducted by our school's Assessment Work Group.
5/13/19	5/15/19	Principal met with grade level teams to discuss the results of the staff survey, share feedback from Organizational Development Work Group, and gather further input from grade level teams.
5/16/19	5/16/19	Results of feedback indicating areas of need were shared at Operations (staff meeting).
5/17/19	5/17/19	Gave access to staff to view current draft of SCEP on Google Docs

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.	

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 Areas 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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	
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.	

B1. SCEP Goal for Survey Question	

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.	

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 Areas 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.

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.	

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 Areas 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.**

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)
REVIEWER FEEDBACK ON ACTIVITIES

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students- .98 SWD- NA ELL- .98
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students- 1.00 SWD- NA ELL- 1.00
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.	According to our school wide staff survey and teacher feedback, our school needs a framework for setting appropriate academic standards regarding English Language Learners, including scaffolded grade-level English as a New Language (ENL) instruction for students at multiple points of entry, the teaching and use of *Accountable Talk Functions*, insructional resources to enhance the acquisition of English (i.e. picture books, comic books, graphic novels), and interpretation/translation for parents/guardians.

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 Areas 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.
5/9/19	5/9/19	Members of our school's Organizational Development Work Group met to review and discuss the results of our staff survey conducted by our school's Assessment Work Group.
5/13/19	5/15/19	Principal met with grade level teams to discuss the results of the staff survey, share feedback from Organizational Development Work Group, and gather further input from grade level teams.
5/16/19	5/16/19	Results of feedback indicating areas of need were shared at Operations (staff meeting).
5/17/19	5/17/19	Gave access to staff to view current draft of SCEP on Google Docs

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.		

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 Areas 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.**

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		All Students- 13.6% SWD- NA ELL- 9.8%

B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		All Students- 13.3% *NYS Long Term Goal SWD-NA ELL-9.8% * Baseline level is lower than STATE EXCEED LONG TERM GOAL

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.		According to our attendance data, we have five students in grades 1-6 whose daily average attendance is between 71% and 78%. These students are chronically absent for different reasons and require individual plans to improve their attendance (i.e. establish rapport with the families of at-risk students, involve parents, and connect families with counseling). Another area of need is reducing the amount of tardiness in the school. This also requires individual solutions including aligning bus arrival times, talking with parents to discuss alternative transportation options, and partnering with families to stress the value of punctuality.

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 Areas 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.
5/9/19	5/9/19	Members of our school's Organizational Development Work Group met to review and discuss the results of our staff survey conducted by our school's Assessment Work Group.
5/13/19	5/15/19	Principal met with grade level teams to discuss the results of the staff survey, share feedback from Organizational Development Work Group, and gather further input from grade level teams.
5/16/19	5/16/19	Results of feedback indicating areas of need were shared at Operations (staff meeting).
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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.	

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 Areas 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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA
REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY
REVIEWER FEEDBACK ON AREA(S) OF NEED
REVIEWER FEEDBACK ON ACTIVITIES
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REVIEWER FEEDBACK ON ACTIVITIES