

LEA Name:	
LEA BEDS Code:	
School Name:	

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Dave Passero	Title	Principal
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Website for Published Plan			

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
David Passero	Principal		
Christine Devlin	Teacher		
Samantha Hook	Teacher		
Kimberly Rivers	Teacher		

Sarah Flint	Teacher		
Casandra Musolino	Teacher		
Maureen Doohan	Teacher		
Kristen Baskewicz	Teacher		
Amanda Galvan	Teacher		
Shauna Smith	Teacher		
Keyonna Dixon	Teacher Assistant		
Jeremy Patterson	Parent		
Heather Berguland	Parent		
Valerie VanVoorhis	Parent		
Parent Group	See attached		

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.

<input checked="" type="checkbox"/>	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	
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School-Identified	<p>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.</p>	
	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 Intervention. 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

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
David Passero	Principal
Christine Devlin	Teacher
Samantha Hook	Teacher
Kimberly Rivers	Teacher
Sarah Flint	Teacher
Casandra Musolino	Teacher
Maureen Doohan	Teacher
Kristen Baskewicz	Teacher
Amanda Galvan	Teacher
Shauna Smith	Teacher
Karen Schutt	Teacher
Keyonna Dixon	Teacher Assistant
Jeremy Patterson	Parent
Heather Berguland	Parent
Valerie VanVoorhis	Parent
Parent Group	Parent

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

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	2/14, 3/21	DP, CD, SH, KR, SF, CM, MD, KB, AG, SS, KD, JP	
Determining priorities and goals based on the needs identified	2/14, 3/21, 4/11, 5/9, 5/10	HB, VV, DP, CD, SH, KR, SF, CM, MD, KB, AG, SS, KD, JP	
Identifying an evidence-based intervention	3/27, 4/11, 5/9	HB, VV, DP, CD, SH, KR, SF, CM, MD, KB, AG, SS, KD, JP, PG	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	3/21, 3/27, 4/11, 5/9	DP, CD, SH, KR, SF, CM, MD, KB, AG, SS, KD, JP, PG	
Identifying a plan to communicate the priorities to different stakeholders	5/16	DP, CD, SH, KR, SF, CM, MD, KB, AG, SS, KD, JP	

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- 59.2 SWD- 24.6 ELL- 22.2
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 62.9 SWD- 40.4 ELL- 27.4
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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	Based on the past DSTDE, lesson plan reviews and observations, School 34 has embraced the practice of Higher Order Thinking skills. Based on our high number of Level 1s (54%) in ELA NY State Assessment, there is a need to continue to strengthen the effectiveness of rigor, engagement, and assessment practices. In order to promote higher levels of inquiry, students will play an active role using learning targets and assessment practices as evidenced by walkthroughs and lesson studies.
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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 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.
August	December	Leadership team will provide professional development focused on rigor, engagement, and assessment practices.
July	December	Teachers will explore opportunities to improve evidenced-based ELA curriculum at tiers 1, 2, and 3.
September	December	During grade level meetings, teachers will analyze lesson plans that include student involvement in learning targets (aligned to NYS Next Generation Standards) and assessment practices.
September	December	Through learning walks, teachers will collaborate using instructional lesson studies to provide feedback and identify goals for increasing student engagement and involvement.
September	December	Classroom teachers and Intervention teachers will meet monthly to review and analyze student data ensuring that every student is receiving targeted supports aligned to areas of need.
September	December	Classroom teachers and Intervention teachers will analyze student formative and summative assessments (authentic student work) to inform instructional decisions and alignment to grade-level standards.

E1. Mid-Year Benchmark(s) - Identify what	We will analyze NWEA ELA Winter benchmark data to determine individual growth for students.
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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 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.
January	June	Leadership team will utilize walkthroughs, observations, meetings, and/or lesson plan reviews to provide feedback throughout the school year.
January	May	Classroom teachers and Intervention teachers will meet monthly to review and discuss student data ensuring that every student is receiving targeted supports aligned to areas of need.
January	May	Classroom teachers and Intervention teachers will maintain records on students current level of performance, research based intervention, and progress monitoring throughout the year.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			All Students- 51.8 SWD- 13.3 ELL- 16.7
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			All Students- 64.3 SWD- 34 ELL- 36.9
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 the past DTSDE, lesson plan reviews, and observations, School 34 has embraced the practice of Higher Order Thinking skills and it is evident in classrooms. Based on our high number of Level 1s (53%) on Math NYS exam, there is a need to continue to strengthen the effectiveness of communicating the lesson purpose and engaging all students. Teachers will communicate a specific learning target and success criteria to students and therefore be able to provide students with actionable feedback throughout tasks.
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.	
August	December	Teachers will utilize differentiated instruction to provide small group support using the Zearn model for instruction. Practices will be revisited during summer professional learning and grade level meetings.	
September	December	During grade level common planning time, teachers will review and reflect monthly on learning targets, differentiated activities, higher order questions, and ways to incorporate actionable feedback.	
September	December	Teachers will use data from formative assessments (NWEA, Aimsweb, Zearn, curriculum assessments) to set goals for instruction based on the varying levels of students. Learning targets will be aligned to New York State Standards and incorporate the language newly put forth in Next Generation Learning Standards. Staff will continue the work outlined in Chapman & King's approach to differentiation using the three levels of differentiation "All Fired Up, Ray of Sunshine and Growing," and rigor and engagement techniques from Teach Like a Champion and The Wild Card by Hope and Wade King.	
E1. Mid-Year Benchmark(s) - Identify what			We will analyze NWEA Math Winter benchmark data to determine individual growth for students.
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.	
January	June	Leadership Team will utilize frequent walkthroughs and observations to provide each teacher with written feedback to demonstrate progress on the use of learning targets, differentiation, higher order questions and use of feedback and assessments.	
January	June	Leadership Team will provide professional development on lesson studies that include peer feedback.	
January	June	Teachers will utilize data from Zearn exit tickets to make instructional decisions and meet the needs of all learners.	

Survey

A1. Survey Question: Provide the survey Students at this school get along well with eachother

A2: Baseline Data: Provide the most recent 48% of students state that students at this school get along with eachother

B1. SCEP Goal for Survey Question 68%

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 feedback from the student survey and the DTSDE review, there is a need to address social/emotional learning. There were 3 questions that stood out from the survey that related to the way students treat eachother. This includes how well students get along, students threatening harm upon each other, and students feeling that bullying is prevelant. Through targeted a social skills focus, we plan to address this area of need through a multi-faceted approach.

D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date: Identify the projected end date for each activity.</u>	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> 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	September	The Student Support Team will identify a preliminary case load of students for progress monitoring at the start of the school year. The team will help to set up groups and action plans to support the students.
July	September	Leadership Team and support staff will connect with families and students prior to the 2019-2020 school year to develop stronger relationships and to adjust plans for the school year. This will be done through welcome back letters, social media posts, and student orientation.
August	September	A major portion of the summer retreat, will focus on function based thinking, trauma, PBIS, and SEL supports. This will kick-off a year-long focus on SEL supports for students.
August	December	Leadership Team and Student Support Team will provide professional development to staff on social emotional development health and connection to learning experiences through a variety of school, district, and state level resources.
August	December	We will begin a campaign that focuses on the way students treat each other. This will include special prizes for students who help to stop bullying.
October	December	The school will start a Student Council that provides input on community building, social emotional learning, and celebrations.

E1. Mid-Year Benchmark(s) - Identify what We will utilize referral and suspension data to identify the growth and improvement from the previous year's benchmark data.

F1. Action Plan - January 2020 through June 2020

<u>F2. Start Date:</u> Identify the projected start date for each activity.	<u>F3. End Date: Identify the projected end date for each activity.</u>	<u>F4. Steps to Address Areas of Need and Achieve Goal:</u> 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	June	Safe Zone staff and administration, will provide evidence-based workshops to students identified at greatest risk of social emotional difficulty in school as evidenced by a review of previous year's behavioral data. Workshops will be provided based on teacher referral, Student Support Team recommendation, or as an intervention recommended through RTI. These sessions will be facilitated by CFY, Social Worker, and other in-house staff.
January	June	The school will start a Student Council that provides input on community building, social emotional learning, and celebrations.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-.96 SWD- NA ELL- .96
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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 SWD-NA ELL- 1.00
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on the last DTSDE, it was recommended that ENL teachers play a roll in grade level meetings or PLCs to assist with best practices for English Language Learners.
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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 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.
August	December	During orientation and open house, we will meet with ELL families and share access to different opportunities and instructional information.
September	December	During grade level meetings, ENL teachers will participate fully and provide resources and instructional support (explicit instruction, strategies and scaffolding) for English Language Learners.
September	December	During RtI meetings, grade levels will analyze student progress monitoring data to inform instruction.
October	December	Professional Learning Circle on co-teaching

E1. Mid-Year Benchmark(s) - Identify what	We will analyze NWEA growth and AIMSweb Rate of Increase (ROI) monitoring to determine progress for English Language Learners.
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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 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.
February	June	We will provide training, during grade level meetings, on explicit instruction and scaffolding for English Language Learners.
April	May	We will hold a family fun night focused on celebrating students from various backgrounds. This will include a celebration to better understand the food and cultures of our diverse population.
December	April	Professional Learning Circle on co-teaching

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 32.8% SWD- 36.8% ELL- 9.1%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 27.6% SWD- % * The baseline data has exceeded the MIPS created by the state for the school. They should choose a goal between their baseline and the State Long Term Goal of 19.% for this subgroup ELL- 8.8%	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on attendance data chronic absenteeism has been a consistent concern that needs to be addressed. The research is clear, when students do not attend school on a regularly basis their academics are greatly impacted.	
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.
September	December	Meet weekly with attendance team
September	December	Engage the PTO with discussions for improving attendance
September	December	Target support utilizing letters home and home visits
September	December	Begin a campaign for improving attendance, informing parents, and engaging them in the impact of chronic absenteeism on long-term academic success.
September	December	Create school-wide initiative for increasing school spirit and buy-in to our attendance initiative.
September	December	Promote culturally responsive teaching and social emotional learning through grade level meetings.
September	December	Improve positive behavioral support systems school-wide through explicit instruction, monthly challenges, and celebrations.
E1. Mid-Year Benchmark(s) - Identify what		
		Utilize ROC3D attendance data to determine the chronic absenteeism rate in January.
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.
January	June	Meet weekly with the attendance team to progress monitor high priority students.
January	June	Target home visits that prioritize students at-risk for chronic absenteeism.
January	March	Provide celebrations for students with 95% attendance and students who may improve attendance.