

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Montessori Academy 53

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Dr. Kimberly Harris Pappin	Title	Principal
Phone	585-325-0935	Email	<a href="mailto:kimberly.harris-@rcsdk12.org">kimberly.harris-</a>
Website for Published Plan	<a href="http://www.rcsdk12.org/dcjp">www.rcsdk12.org/dcjp</a>		

**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
Dr. Kimberly Harris-Pappin	Principal		6-May-19
Timothy Graziano	Vice- Principal		6-May-19

Kristy Bianchi	Teacher		6-May-19
Sal Cruz	Teacher		6-May-19
Maria Marsala	Teacher		6-May-19
Akliah Moore	Para Professional		6-May-19
Lisa O'Brien	Teacher		6-May-19
Holly Place	Speech Language Pathologist		6-May-19
Toshia Mitchell	Parent		6-May-19
Walida Monroe-Sims	Parent		6-May-19
Stephanie Gravitte	Reading Teacher		10-May-19
Caitlyn Loughbrough	Intervention Teacher		10-May-19
Lieselle Taylor	Intervention Teacher		10-May-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 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"/>	<b>State-Supported</b>		
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Strategy the school will implement:</td> <td style="width: 50%; text-align: center;">Professional Learning Communities</td> </tr> </table>	Strategy the school will implement:	Professional Learning Communities
Strategy the school will implement:	Professional Learning Communities		

<input type="checkbox"/>	<b>Clearinghouse-Identified</b>
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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 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	
Dr. Kimberly Harris-Pappin	Principal	
Timothy Graziano	Vice- Principal	
Kristy Bianchi	Teacher	
Sal Cruz	Teacher	
Maria Marsala	Teacher	
Akliah Moore	Para Professional	
Lisa O’Brien	Teacher	
Holly Place	Speech Teacher	
Toshia Mitchell	Parent	
Walida Monroe-Sims	Parent	
John Pellnat	Community Member	
Rita Kimley	Community Member	
Gwen Hughes	Community Member	
Kristine Deuvall	Parent	
Joenathan Wilson	Parent	
Caitlin Loughborough	Teacher	
Stephanie Gravitte	Teacher	
Lieselle Taylor	Teacher	

**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	5/6/19, 5/10/19, 5/15/19	KHP, TG, KB, LO, HP, TM, MM, WMS, SC, AM	
Determining priorities and goals based on the needs identified	5/6/19, 5/10/19, 5/15/19	KHP, TG, KB, LO, HP, TM, MM, WMS, SC, AM	
Identifying an evidence-based intervention	5/6/19	KHP, TG, KB, LO, HP, TM, MM, WMS, SC, AM	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/6/19, 5/10/19, 5/15/19	KHP, TG, KB, LO, HP, TM, MM, WMS, SC, AM, CL, SG, LT,	
Identifying a plan to communicate the priorities to different stakeholders	5/6/19, 5/10/19, 5/15/19	KHP, TG, KB, LO, HP, TM, WMS, SC, AM, SL, SG, LT, MM	

## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	All Students- 77.1 SWD- 28.9 ELL-NA	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students- 81.6 *2020-21 MIP Goal SWD- 35.4 ELL-NA	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Students should each be making individual progress toward grade level work based on their individual goals. reviewing our data to focus on growth moving students from 1 to 2's and 2 to 3's	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address Areas of Need and Improve 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.</b>
September 2019	January 2020	Grade level meetings focused on data analysis, instructional groupings, and learning communities
September 2019	January 2020	BAW - Monthly analysis of student writing at Grade Level Meetings
September 2019	January 2020	Engage staff in collegial circles focused on cultural responsiveness
August 2019	January 2020	Professional development on the Implementation on the district wide selected reading curriculum
September 2019	January 2020	Create a professional learning community centered on Montessori pedagogy and philosophy (Grade Level Team)
October 2019	October 2019	Lexia K-2 & Compass 3-6 - Professional Development to assist with analyzing the reports and to organize instructional groupings
October 2019	October 2019	Vertical grade level meetings to share and discuss Grade Level expectations(Montessori/Content Areas/Assessments)
September 2019	January 2020	Professional development to inform school wide community about the expectations of the Next Generation Standards
September 2019	January 2020	Meeting with parents and community volunteers on how to support students within individual or small group lessons
September 2019	January 2020	Meeting with paraprofessionals regarding their instructional roles and responsibilities when working with students
September 2019	September 2019	Needs assessment staff survey to determine specific instructional needs and school climate



<b>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.</b>	The team identified a lack of performance across grade levels (K-6) in the area of ELA based on practice assessments, nwea, common formative assessment data. The school will implement Compass, Lexia, and/or SIPPS in grades K-2 and Compass in grades 3-6. Teachers will implement lessons that reflect the Next Generation standards. Teachers will be required to progress monitor students on a regular basis and post results to the school's Rti Google drive to inform the quarterly data for targeted interventions.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> 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	Grade level meetings focused on data analysis and instructional groupings
January 2020	June 2020	BAW - Monthly analysis of student writing at Grade Level Meetings
January 2020	June 2020	Engage staff in collegial circles focused on cultural responsiveness
January 2020	June 2020	Professional development on the Implementation on the district wide selected reading curriculum
January 2020	June 2020	Create a professional learning community centered on Montessori pedagogy and philosophy (Grade Level Team)
January 2020	June 2020	Professional development to inform school wide community about the expectations of the Next Generation Standards
January 2020	June 2020	Meeting with parents and community volunteers on how to support students within individual or small group lessons
January 2020	June 2020	Meeting with paraprofessionals regarding their instructional roles and responsibilities when working with students
January 2020	June 2020	Reorganize intervention groups according to formative assessments(NWEA/Baseline NYS ELA 2019)
February 2020	February 2020	Needs assessment staff survey to target specific instructional needs

## Mathematics

<b>Mathematics</b>		
<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>		
	All Students- 55.1 SWD- 15.8 ELL-NA	
<b>B2. SCEP Goal for Mathematics</b>		
<b>TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>		
	All Students- 68.9 SWD- 38.3 ELL-NA	
<b>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,</b>		
	The team identified a lack of performance across grade levels (K-6) in the area of mathematics. The school will implement Compass in grades K-2 and Zearn in grades 3-6. Teachers will implement lessons that reflect the Next Generation standards. Teachers will be required to progress monitor students on a regular basis and post results to the school's Rti Google drive to inform the quarterly data for targeted interventions.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b>	<b>D3. End Date: Identify</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b>
Identify the projected start date for each activity.	the projected end date for each activity.	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 2019	January 2020	Students will complete Computer Assisted Instruction (CAI) in ZEARN or Compass for 3x 30 a week with student completion of a task.
September 2019	January 2020	Continue to monitor and update intervention strategies in the Rti Google document.
September 2019	January 2020	Grade level meetings focused on data analysis, instructional groupings, and learning communities
September 2019	January 2020	Monthly analysis of math exit tickets/informal/formal assessments at Grade Level Meetings
September 2019	January 2020	Engage staff in collegial circles focused on cultural responsiveness
August 2019	January 2020	Professional development on the Implementation on the district wide selected math curriculum
September 2019	January 2020	Create a professional learning community centered on Montessori pedagogy and philosophy (Grade Level Team)
October 2019	October 2019	Lexia K-2 & Compass 3-6 - Professional Development to assist with analyzing the reports and to organize instructional groupings
October 2019	October 2019	Vertical grade level meetings to share and discuss Grade Level expectations(Montessori/Content Areas/Assessments)
September 2019	January 2020	Professional development to inform school wide community about the expectations of the Next Generation Standards
September 2019	January 2020	Meeting with parents and community volunteers on how to support students within individual or small group lessons
September 2019	January 2020	Meeting with paraprofessionals regarding their instructional roles and responsibilities when working with students
September 2019	September 2019	Needs assessment staff survey to determine specific instructional needs and school climate
<b>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</b>		
	The team identified a lack of performance across grade levels (K-6) in the area of mathematics. The school will implement Compass in grades K-2 and Zearn in grades 3-6. Teachers will implement lessons that reflect the Next Generation standards. Teachers will be required to progress monitor students on a regular basis and post results to the school's Rti Google drive to inform the quarterly data for targeted interventions.	
<b>F1. Action Plan - January 2020 through June 2020</b>		

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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	Students will complete Computer Assisted Instruction (CAI) in ZEARN or Compass for 3x 30 a week with student completion of a task.
January 2020	June 2020	Continue to monitor and update intervention strategies in the Rti Google document.
January 2020	June 2020	Grade level meetings focused on data analysis, instructional groupings, and learning communities
January 2020	June 2020	Monthly analysis of math exit tickets/informal/formal assessments at Grade Level Meetings
January 2020	June 2020	Engage staff in collegial circles focused on math strategies (Aligning Montessori/Core materials and lessons)
January 2020	June 2020	Professional development on the Implementation on the district wide selected math curriculum
January 2020	June 2020	Create a professional learning community centered on Montessori pedagogy and philosophy (Grade Level Team)
January 2020	June 2020	Professional development to inform school wide community about the expectations of the Next Generation Standards
January 2020	June 2020	Meeting with parents and community volunteers on how to support students within individual or small group lessons
January 2020	June 2020	Meeting with paraprofessionals regarding their instructional roles and responsibilities when working with students
January 2020	June 2020	Reorganize intervention groups according to formative assessments(NWEA/Baseline NYS Math 2019)
February 2020	February 2020	Needs assessment staff survey to target specific instructional needs

## Survey

<b>Survey</b>		
<b>A1. Survey Question: Provide the survey</b>	This school communicates how important it is to respect the practices of all cultures	
<b>A2: Baseline Data: Provide the most recent</b>	Results from Parent Climate Survey: 35% Strongly Agree, 41% Agree, 5% Disagree, 5% Strongly Disagree, 5% Did not know	
<b>B1. SCEP Goal for Survey Question</b>	82% will respond (Strongly agree/agree) to this question at the end of the 2019-2020 school year	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Communication of events via monthly newsletters, PTA meetings, school website, social media, parent invitations, weekly communication board and ROBO calls.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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 2019	September 2019	Hispanic Heritage/ Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts : Instructional Team Presentations
October 2019	October 2019	National Italian/Jewish Heritage/ Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Primary Presentations
November 2019	November 2019	National Native American Heritage/ Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Lower Presentations
December 2019	December 2019	Holidays Around the World/Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Middle Presentations
<b>E1. Mid-Year Benchmark(s) - Identify what</b>	Parent attendance at monthly assemblies (collecting sign-in sheets), parent survey, all activities listed in action plan	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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	January 2020	Chinese New Year/ Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Upper Presentations
February 2020	February 2020	African American Heritage/ Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Collaboration between all Staff
March 2020	March 2020	Irish Heritage/ National Womens /Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Special Subjects Presentations
April 2020	April 2020	Asian Pacific/Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: Support Staff Presentations

May 2020	May 2020	Mexican Heritage/ A Taste of International Cultures/Cultural assemblies to include presentations, dances, weekly did you know activities, and artifacts: All Staff Montessori Global day
June 2020	June 2020	Celebration of Cultures: Organized by Montessori Parents

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available</b>	Reduce number of office referrals to minimize loss of instructional time and maximize student achievement.
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<b>B1. SCEP Goal for English Language</b>	Baseline data to date is 25 office referrals since September 2018
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	To decrease the loss of instructional time staff will engage in professional development on restorative practices, office referrals vs. classroom behaviors, school wide behavior expectations (CARE), and the prepared environment.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
September 2019	September 2019	Introduce office vs classroom managed behavioral handbook
September 2019	September 2019	Implement CARE matrix and station rotations
October 2019	January 2020	Host restorative practice sessions
October 2019	January 2020	Introduce and implement the wellness mediation space
September 2019	January 2020	Analyze behavioral data and office referrals
September 2019	January 2020	Professional development on mediation strategies for all staff
September 2019	January 2020	Hold behavioral data reviews monthly

<b>E1. Mid-Year Benchmark(s) - Identify what</b>	Review and reflect on number of office referrals/iss/suspensions/mediation referrals
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date: Identify the projected start date for each activity.</b>	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
January 2020	June 2020	Host restorative practice sessions
January 2020	June 2020	Montior the wellness mediation referrals
January 2020	June 2020	Analyze behavioral data and office referrals
January 2020	June 2020	Professional development on mediation strategies for all staff
January 2020	June 2020	Hold behavioral data reviews monthly

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 16.5% SWD- NA ELL-NA	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 13.2% SWD- NA ELL-NA	
<b>C1. Area(s) of Need: Indicate the area(s) of</b>	To decrease the number of chronically absent students in grades 1-6	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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 2019	January 2020	Weekly home visits conducted by Parent Liaison and Social Worker
September 2019	January 2020	Monthly attendance recognition certificates
September 2019	January 2020	Monthly attendance displays, parent communications
September 2019	January 2020	Identify and provide parents with resources to decrease the number of chronically absent students
September 2019	January 2020	Monitor the home school communication regarding attendance
September 2019	January 2020	Monthly meetings held by the attendance team (Parent Liaison/Assistant Principal/Attendance Clerk)
<b>E1. Mid-Year Benchmark(s) - Identify what</b>	All data will be monitored by the attendance team (SPA/home visit log/attendance letters/parents response to resources)	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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	Weekly home visits conducted by Parent Liaison and Social Worker
January 2020	June 2020	Monthly attendance recognition certificates
January 2020	June 2020	Monthly attendance displays, parent communications
January 2020	June 2020	Identify and provide parents with resources to decrease the number of chronically absent students
January 2020	June 2020	Monitor the home school communication regarding attendance
January 2020	June 2020	Monthly meetings held by the attendance team (Parent Liaison/Assistant Principal/Attendance Clerk)