

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School of the Arts

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kelly Nicaastro	Title	Principal
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Website for Published Plan	www.rcsdk12.org/dcjp		

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

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
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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 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
Kelly Nicastro	Principal
JoAnn Aspenleiter	Assisstant Principal/SBPT
Susan Rudy	Art Teacher/SBPT
Lisa Kasdin	Counselor/SBPT
Evan Willson	Social Studies Teacher/SBPT
Marcy Gamzon	Creative Writing Teacher/SBPT
Alexis Jones	Student
Claire Spenard	Student
Angelo DeLuca	Student
Kiara Johnson	Student
Ken Riemer	Community Volunteer
Amber Rosekrantz	Center For Youth Prevention Counselor
Kora Hauryski	Center For Youth Crisis Councilor
Tomeka Green	Hillside
Martin Presberg	Parent/SBPT
Allison Bosworth	Parent/SBPT/PTSO President
Brian Haak	Parent/SBPT
Matt Bonawitz	Math Teacher/SBPT
Luke Fellows	Drama Teacher/SBPT
Matt Fusco	English Teacher/SBPT
Breanna Eng	Science Teacher/SBPT
Randy Laird	Social Studied Teacher
Nija Branca	English Teacher
Kerry Venanzi	Music Teacher
Colleen O'Mara	Math Teacher
Cassandra Walsh	SPED/English Teacher
Dave Michelsen	Administrator
Adele Fico	Art Center Director
Beth Fischer	Parent/Friends of SOTA Board/volunteer
Brian Chandler	Administrator
Mario Belculfine	Administrator
Alan Tirre	Administrator
Paul Pittinaro	Technology Teaching Assisstant/SBPT/RAP

Tina Gao	student	
Maricarla Diaz	student	
Elyse Spencer	student	
Nathalia Martinez	IBERO	

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	3/6, 3/11, 3/20, 4/10, 4/11, 5/1, 5/7, 5/10, 5/13, 5/14	KN, JA, SR, RL, KV, CO, NB, EW, CW, CO, MG, AJ, CS, KJ, KR, AD, LK, TG, AR, KH, AB, MP, BH, LF, MB, MF, BE,	
Determining priorities and goals based on the needs identified	5/7, 5/10, 5/14	KN, JA, SR, LK, MG, EW, AJ, CS, MP, AB, BH, MB, MF, LF, BE	
Identifying an evidence-based intervention	5/7, 5/10	KN, JA, SR, LK, MG, EW, AJ, CS	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	SBPT meeting June 13, 2019 Faculty Meeting June 12, 2019	All Staff, KN, JA, MP, AB, BH, EW, LF, MB, MF, BE, SR, LK, MG	
Identifying a plan to communicate the priorities to different stakeholders	Spring 2019	KN, JA, BC, AT, DM, MB, SR, LK, LF, EW, MB, MF, BE, MG, AB, MP, BH, AF	

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 7-8

A1. ELA Baseline Data: Provide the most recently available information.	All Students- 79.7 SWD- 23.5 ELL-45
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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- 82.4 SWD- 31.9 ELL- 47.4
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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 goal.	Increase ELA scores among our SWD. Move general education students with a score of 1 to a score of 2.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in
August 2019	December 2019	Look at data from previous year's NWEA and state assessment scores and determine who needs literacy lab and/or AIS English.
August 2019	December 2019	Teachers develop AIS plans based on those factors.
August 2019	December 2019	Department meetings focus on alignment of standards and curriculum.
August 2019	December 2019	Professional development opportunities focusing on differentiation, higher level questioning, and rigor.
August 2019	December 2019	Instructional leadership team will focus on including lesson planning and walk-through feedback to support decision making.

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.	NWEA projected proficiency and growth reports, report card grades, common assessments and other teacher evidence.	

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the
January 2020	June 2020	Evaluate literacy labs and make adjustments based on NWEA results.
January 2020	June 2020	Look at AIS plans and adapt or revise based on NWEA results.
January 2020	June 2020	Look at marking period report card data.
January 2020	June 2020	Department meetings focus on alignment of standards and curriculum.
January 2020	June 2020	Professional development opportunities focusing on differentiation, higher level questioning, and rigor.
January 2020	June 2020	Instructional leadership team will focus on including lesson planning and walk-through feedback to support decision making.

Mathematics 7-8

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 75.5 SWD-17.6 ELL- 16.7
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 78.4 SWD- 29.9 ELL- 40.4
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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 goal.	Increase Math scores among our SWD. Move general education students with a score of 1 to a score of 2.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End	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 2019	#####	Look at data from previous year's NWEA and state assessment scores and determine who needs math lab and/or Math Ramp Up.
August 2019	#####	Teachers develop AIS plans based on those factors.
August 2019	#####	Department meetings focus on alignment of standards and curriculum.
August 2019	#####	Instructional leadership team will focus on including lesson planning and walk-through feedback to support decision making.
August 2019	#####	Professional development opportunities focusing on differentiation, higher level questioning, and rigor.

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.	NWEA projected proficiency and growth reports, report card grades, common assessments and other teacher evidence.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End	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
January 2020	June 2020	Evaluate math On-Ramp and make adjustments based on NWEA results.
January 2020	June 2020	Look at AIS plans and adapt or revise based on NWEA results and I-Ready.
January 2020	June 2020	Look at marking period report card data.
January 2020	June 2020	Department meetings focus on alignment of standards and curriculum.
January 2020	June 2020	Professional development opportunities focusing on differentiation, higher level questioning, and rigor.
January 2020	June 2020	Instructional leadership team will focus on including lesson planning and walk-through feedback to support decision making.

Survey 7-12

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	Adults working at this school treat all students respectfully.
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.	The survey results indicate that 47% of students feel respected by adults.

B1. SCEP Goal for Survey Question	Increase the percentage of students that feel respected by adults by 10% by the Spring of 2020, as evidenced by the School Climate Survey.
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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.	7% of SOTA students strongly agreed, 40% agreed, 35% disagreed and 15% strongly disagreed to this question in the district student survey. Identify behaviors and comments that have led to the perception of disrespect between and among students and all adults in our building. Our focus will be to define what respect means.
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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:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Area(s) 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 2019	September 2019	Define respect based on what students and adults in our building say through school-wide activity in beginning of school.
September 2019	December 2019	Professional Development for staff based on results of definition of respect.
August 2019	December 2019	Continue with the following programs that are intended to foster respect among and between students and adults in our building: Black Lives Matter, Culture and Climate Committee, Mosaics Club, ROC to Change Summit, Help Zone, etc.
August 2019	December 2019	Professional Development opportunities for staff focusing on implicit bias and culturally responsive teaching.

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.

Survey students with same question.

F1. Action Plan - January 2020 through June 2020

<u>F2. Start Date:</u>	<u>F3. End Date:</u> Identify	<u>F4. Steps to Address Area(s) of Need and Achieve Goal:</u> In each cell below, identify the steps the school envisions taking in the second half of the
January 2020	June 2020	Culture and Climate Committee, Mosaics Club, ROC to Change Summitt, Help Zone, etc.
January 2020	June 2020	Based on what we learned from the mid-point survey, develop new activities to foster respect, such as Cultural Awareness Days, etc.
January 2020	June 2020	results.
January 2020	June 2020	Professional Development opportunities for staff focusing on implicit bias and culturally responsive teaching.

College, Career, and Civic Readiness or School-Selected Indicator 9-12

A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.	All Students- 132.9 SWD- 81.3
B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)	All Students- 136 *NYS Long Term Goal SWD-91.9
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, could result in improvements towards this goal.	Continue to focus on all students to assist them in achieving their personal educational and career plan.

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	January 2020	Counselor meeting with SPED Coordinator to review SWD in junior and senior cohorts. Counselors meet with Principal to review general education junior and senior students' status. Meetings happen three times a year to check status and determine next steps.
August 2019	January 2020	Seniors utilize Access VR. Case managers connect with parents to make sure Access VR application is filled out.
August 2019	January 2020	Offer several events to help students and parents understand college/career options: ROC Area College Panel event, College Night, FAFSA Meeting, Title I Financial Aid Meeting, College Application Process, etc.
August 2019	January 2020	Counselor meetings with each junior that focuses on graduation needs, post-secondary planning which include options for college, job, military, gap year, trade school, etc. Use of Post-Secondary Planning Guide in meetings.
August 2019	January 2020	Counselors meet with each senior to follow up on post-secondary planning options.
August 2019	January 2020	Through tracking at each cohort, evaluate and identify students completing requirements for the various graduation pathways.
August 2019	January 2020	Students are presented with Advanced Placement courses and options at each level.
August 2019	January 2020	Foster communication among teachers regarding updated state and district benchmarks.

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.	Evaluate where students stand for CCCR credit accumulations based on data from January Regents exams and second marking period report cards.
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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
January 2020	June 2020	Counselors meet with each 10 and 11 grade English class to complete Naviance activities based on career and college searches.
January 2020	June 2020	Continue the practice of College signing day in May.
January 2020	June 2020	Continue to investigate trade school options.
January 2020	June 2020	Plan college trips for parents and students.
January 2020	June 2020	Foster communication among teachers regarding updated state and district benchmarks.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	SWD (HS)- 38.5% All Students (MS)- 20.8% SWD (MS)- 35.1%
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B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	All Students (HS)- 26% *2021-22 MIP Goal SWD (HS)- 36.3% *2021-22 MIP Goal All Students (MS)- 12.8%
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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.	Identify students who are chronically absent and work to reduce it.
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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	January 2020	Home school assistant will do home visits.
August 2019	January 2020	SOTA will work with FACT counselor.
August 2019	January 2020	Daily attendnace letters will be sent and phone calls home will be made.
August 2019	January 2020	Attendance meetings with parents.
August 2019	January 2020	Attendnace information available to parents in building and mailed out.
August 2019	January 2020	Attendnace referrals.
August 2019	January 2020	Identify students who have moved out of the district to get off roster.
August 2019	January 2020	Maintain and update Attendance Actions in PowerSchool.
August 2019	January 2020	Run weekly attendance absence list.
August 2019	January 2020	Administrator and Home School coordinator monitor attendnace on a daily/weekly basis and inform actions based on needs.
August 2019	January 2020	Generate 3-day tardy letter.

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.	Work with SPA information to identify improved chronic absenteeism.
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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
January 2020	June 2020	Home school assistant will do home visits
January 2020	June 2020	Work with FACT counselor
January 2020	June 2020	Daily attendnace letters and phone calls
January 2020	June 2020	Attendance meetings with parents
January 2020	June 2020	Attendnace information availabel to parents in building and mailed out.
January 2020	June 2020	Attendnace referrals
January 2020	June 2020	Identify students who have moved out of the district to get off roster
January 2020	June 2020	Maintain and updating attendance actions
January 2020	June 2020	Weekly attendance absence list run
January 2020	June 2020	Administrator and Home School coordinator monitor attendnace on a daily/weekly basis and inform actions based on needs.
January 2020	June 2020	Generate 3-day tardy letter.