

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010069
School Name:	School Without Walls

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Coretta Bridges	Title	Principal
Phone	585-546-6732	Email	coretta.bridges@rcsdk12.org
Website for Published Plan	https://www.rcsdk12.org/SWW		

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
Coretta Bridges	Principal		
Lakisha Wilson	Vice Principal		
Freda Miller	Home School Assistant		
Xiomara Ayala	Parent		
Kelly R Johnson	Teaching Assistant		
Winsome Conley	Student		
Tavione Griffin	Student		

Ashley Ladiges	Teacher		
Aylin Rodriguez	Teacher		
Daren Vergara	Teacher		
Diane Mohney	Librarian		
Elisa Bond	Teacher		
Holly Taylor	Teacher		
Jenn St Clair	Counselor		
Karen McCann	Teacher		
Karen Wagner	Teacher		
Karie Shaw	Teacher		
Mary Mon	Teacher		

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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <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		

	Clearinghouse-Identified						
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Strategy the school will implement:</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; text-align: center;">Clearinghouse</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; text-align: center;">Rating from Clearinghouse</td> <td style="width: 50%;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
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
Coretta Bridges	Principal
Lakisha Wilson	Vice Principal
Freda Miller	Home School Assistant
Xiomara Ayala	Parent
Kelly Johnson	Teaching Assistant
Winsome Conley	Student
Tavione Griffin	Student
Ashley Ladiges	Teacher
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Daren Vergara	Teacher
Diane Mohney	Librarian
Elisa Bond	Teacher
Holly Taylor	Teacher
Jenn St.Clair	Counselor
Karen McCann	Teacher
Karen Wagner	Teacher
Karie Shaw	Teacher
Mary Mon	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 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	3/12/2019; 3/28/2019; 4/9/2019; 5/7/2019	AL; CB; LW; FM; XA; KJ; WC; TG. 4/9/2019: AP; KM; DM; HT; KW; AL; JS; CB; LW; FM; KJ; TG; WC. 5/7/2019: AR; DV; JS; HT; KM;	
Determining priorities and goals based on the needs identified	3/12/2019; 3/28/2019; 4/9/2019; 5/7/2019	AL; CB; LW; FM; XA; KJ; WC; TG. 4/9/2019: AP; KM; DM; HT; KW; AL; JS; CB; LW; FM;	

Identifying an evidence-based intervention	3/12/2019; 3/28/2019; 4/9/2019; 5/7/2019	AL; CB; LW; FM; XA; KJ; WC; TG. 4/9/2019: AP; KM; DM; HT; KW; AL; JS; CB; LW; FM;	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	3/12/2019; 3/28/2019; 4/9/2019; 5/7/2019	DM; JS; AR; KS; DV; MM; KM; HT; EB; KW; AL; CB; LW; FM; XA; KJ; WC; TG. 4/9/2019: AP; KM; DM; HT; KW; AL; JS; CB; LW; FM; KJ; TG; WC. 5/7/2019: AR; DV; JS; HT; KM; CB; FM; KJ; XA WC	
Identifying a plan to communicate the priorities to different stakeholders	3/12/2019; 3/28/2019; 4/9/2019; 5/7/2019	DM; JS; AR; KS; DV; MM; KM; HT; EB; KW; AL; CB; LW; FM; XA; KJ; WC; TG. 4/9/2019: AP; KM; DM; HT; KW; AL; JS; CB; LW; FM; KJ; TG; WC. 5/7/2019: AR; DV; JS; HT; KM;	

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

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

Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:		
All Students- 83.3		
A2. 5-Year Graduation Rate Baseline Data:		
All Students- 91.3		
A3. 6-Year Graduation Rate Baseline Data:		
All Students- 81.8		
<i>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</i>		
B1. 4-Year Graduation Rate SCEP Goal		
All Students-90.2		
B2. 5-Year Graduation Rate SCEP Goal		
All Students- 91.3 *NYS Exceed Long Term Goal is 91.2		
B3. 6-Year Graduation Rate SCEP Goal		
All Students- 88.2		
<i>TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>		
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.		
Improve students successful, timely completion of all graduation requirements.		
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	September 2019	Counselors will review previous year course failures and summer school gains to identify students needing early intervention.

August 2019	October 2019	Counselors hold individual senior meetings to review graduation needs and provide that information to Advisors.
September 2019	January 2020	Counselors will review and update senior data spreadsheet with principal quarterly
September 2019	January 2020	Provide PD on interim assessments
September 2019	January 2020	Teachers periodically review and adjust pacing as necessary to allow for sufficient time for students to complete and present PBATS and make corrections if necessary; particularly exit level PBATS.
August 2019	Dcember 2019	Build in time for credit recovery during the regular school day through the use of a Project Lab period or personal needs.
September 2019	January 2020	Instructional leaders will meet with teachers to monitor implementation of interventions
September 2019	January 2020	evaluations.
October 2019	October 2019	The data team will review quarter one results and identify additional students who need interventions

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.	By the end of second quarter, students who were identified for early intervention should be on-track. At least a third of students enrolled in OCR will have completed 50% or more of the coursework.
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F1. Action Plan - January 2020 through June 2020

<u>F2. Start Date:</u>	<u>F3. End Date: Identify</u>	<u>F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</u>
January 2020	June 2020	Advisors continue to monitor student progress during bi-weekly conferences and amend plans as necessary
January 2020	June 2020	The data team continues to review quarterly data to identify student needs
April 2020	May 2020	Explore options for proactive credit recovery such as Saturday school
May 2020	June 2020	January grads.

ELA and Math

A1. ELA Baseline Data:	All Students- 155.7
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A2. Math Baseline Data:	All Students- NA
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TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup

B1. ELA SCEP Goal	All Students- 175.4
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B2. Math SCEP Goal	All Students- NA
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TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	Based on review of Regents exams and Performance Based Assessments students need to improve their stamina for on demand writing. Additionally students must improve their ability to synthesize multiple texts and analyze literary elements in order to successfully complete required essays on the Regents exam and as part of their Performance Based Assessments.
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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 Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
August 2019	December 2019	Provide professional development on rigor and effective writing strategies
September 2019	September 2019	All ELA and SS classes will administer a baseline timed-writing assessment to determine individual student levels and needs
September 2019	January 2020	Teachers will develop AIS plans based on needs determined from baseline assessment data
September 2019	January 2020	Teachers will consistently assign on demand, timed, in class writing activities in all ELA and SS classes.

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.	Students should show growth in their ability to successfully complete a challenging on-demand, timed writing assignment at a minimum level 2.
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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	January 2020	be reviewed to determine growth and continued areas of need.
January 2020	June 2020	Introduce higher level, more rigorous texts to practice literary analysis skills
January 2020	June 2020	Continue on demand, timed writing practice requiring students to use textual evidence

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	At this building there is a feeling of trust among staff
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	Rebuild trust amongst staff members and school leadership
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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.	Staff need to build honest, supportive relationships with one another to improve the climate of the building.
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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	September 2019	Building leader will set the tone by modeling expected behavior in welcoming activities
August 2019	December 2019	Partner with an outside entity to engage in trust building exercises.
August 2019	December 2019	Select a book to promote collegiality to read and discuss as a staff
August 2019	September 2019	Assign buddies to new staff members
September 2019	January 2020	Weekly sharing of "what's going well" during Thursday meetings
January 2020	January 2020	Repeat a version of the climate survey to determine improvement status

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.	Improved collegiality and commitment to the school	

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January 2020	June 2020	Brief monthly team building activities
January 2020	June 2020	Continued weekly sharing of "what's going well" during Thursday meetings
January 2020	June 2020	At least 80% participation in district climate survey

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

A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.	All Students- 88.6
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B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)	All Students- 92.1 *2020-21 School MIP
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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.	Develop the knowledge and skills to meaningfully transition all students to postsecondary opportunities and to exercise civic responsibility.
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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	October 2019	Hold two to three Community Service Corners to connect students to community service sites to actively engage in the surrounding community.
September 2019	January 2020	Large group meetings/Cohort meetings to discuss post-secondary opportunities and being actively engaged in the community
October 2019	January 2020	College and career centered field trips
October 2019	January 2020	Individual academic meetings with School Counselor to discuss current goals; future goals and post secondary plans

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.	Students are expected to complete 2.5 hrs per week in Community Service; by mid year students should have obtained a minimum of 30 hrs verified by Community Service time sheets turned in and signed by Community Service Supervisor. Simultaneously, students will gain a deeper learning of competencies such as communication, teamwork and problem solving that are equally valuable for college and career readiness. This will be noted in required journal writings.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
Jan-1	Jun-1	College and Career centered field trips
20-Jan	Jun-20	Large group meetings/Cohort meetings to discuss post-secondary opportunities and being actively engaged in the community
Jan-20	May-20	Individual academic meetings with School Counselor to discuss current goals; future goals and post secondary plans

English Language Proficiency or School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data	ELL families are not receiving information in culturally responsive formats.
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	Remove the disconnect between home and school for ELL families.
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.	Develop more practical and responsible ways to communicate student progress to ELL families and ways for them to better connect to the school.

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	Hold a back to school event that welcomes families of all cultures represented in the student body
August 2019	September 2019	Offer a parent session specifically for ELL families during open house including interpreters in appropriate languages
September 2019	December 2019	Provide PD for staff on how to access ELL services for families and best modes of communication
September 2019	December 2019	Ensure that written evaluations are in formats that ELL families can understand

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.	More families will attend school events and conferences with teachers.
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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
February 2020	May 2020	Celebrate every culture represented in the school in a culture day celebration inviting parents to participate
February 2020	May 2020	Provide PD for staff on important cultural needs that should be considered in instruction

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	All Students-46.1%
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B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	All Students- 44.1%
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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.	Re-engage chronically absent students to become active participants in the school community to ensure greater success in high school and post secondary endeavors.
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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	September 2019	Update attendance team protocols and establish monthly meeting schedule
September 2019	September 2019	Revise schoolwide attendance protocols and review with staff
August 2019	November 2019	Offer parent information sessions regarding the importance of attendance and the connection to success in various areas of life.
September 2019	October 2019	Advisors and counselors develop plans with chronically absent students to help them make real world connections to their learning.
September 2019	January 2020	Provide staff PD on social-emotional factors affecting student engagement

<p>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.</p>	<p>Better student performance academically, increased student engagement; decrease in school chronic absenteeism from 46.1% to 45.1% by mid year.</p>
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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	April 2020	Staff attendance blitz
January 2020	May 2020	Conduct a student survey to determine continuing or new root causes for students who continue to be chronically absent.