

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Adlai E. Stevenson School #29

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Joseph T. Baldino	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 confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

X

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 plans before they are approved.

2. The School Comprehensive Education Plan (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.

x

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

x

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

X

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

x

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
November 4, 2017	School 29		
November 16, 2017	School 29		
November 30, 2017	School 29		
December 1, 2017	School 29		
December 5, 2017	School 29		

Name	Title / Organization	Signature
Joseph T. Baldino	Principal	
Thomas Anderson	Assistant Principal	
Tiffany Bumphis	Parent Liaison	
Anita Burbridge	Teacher	
Michele Carballada	Teacher	
Wendy Ferris	Teacher	
Caitlin Law	Teacher	
Pat Markus	Teacher	
Carin Mulawka	Teacher	
Julie Ricciuto	Teacher	
Mark Rokosz	Teacher	
Christine Manuele-Turnquist	Extended Learning Time Coordinator	

School Information Sheet

School Information Sheet								
Grade Configuration	Pk-6	Total Student Enrollment	376	% Title I Population	100	% Attendance Rate	87.7	
% of Students Eligible for Free Lunch	100	% of Students Eligible for Reduced-Price		% of Limited English Proficient Students	28	% of Students with Disabilities	35	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native		% Black or African American	76.6	% Hispanic or Latino	15.4	% Asian, Native Hawaiian / Other Pacific Islander	1.1	% White	5.9	% Multi-Racial	1.1

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	1	# of Deans		# of Counselors / Social Workers	
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)		% of Teachers Teaching Out of Certification Area		% Teaching with Fewer than 3 Years of Experience	6	Average # of Teacher Absences	2

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|---|---------------------------------------------------------|
| | Limited Degree (Fewer than 20% of goals were achieved.) |
| X | Partial Degree (Fewer than 50% of goals were achieved.) |
| | Moderate Degree (At least 50% of goals were achieved.) |
| | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|---|-----------------------------------------------------------------|
| | Limited Degree (Fewer than 20% of activities were carried out.) |
| | Partial Degree (Fewer than 50% of activities were carried out.) |
| X | Moderate Degree (At least 50% of activities were carried out.) |
| | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|---|----------------------------------------------------------------------------|
| | Limited Degree (No identified subgroups improved achievement.) |
| X | Partial Degree (Some of the identified subgroups improved achievement.) |
| | Moderate Degree (A majority of identified subgroups improved achievement.) |
| | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|---|------------------------------------------------------------------------------------|
| X | Limited Degree (There was no increase in the level of Parent Engagement.) |
| | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|---|--------------------------------------------------------------------|
| | Limited Degree (Fewer than 20% of planned activities were funded.) |
| | Partial Degree (Fewer than 50% of planned activities were funded.) |
| x | Moderate Degree (At least 50% of planned activities were funded.) |
| | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|---|------------------------------------------------------------|
| | Tenet 1: District Leadership and Capacity |
| | Tenet 2: School Leader Practices and Decisions |
| | Tenet 3: Curriculum Development and Support |
| X | Tenet 4: Teacher Practices and Decisions |
| | Tenet 5: Student Social and Emotional Developmental Health |
| | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Consistent and detailed classroom walk through data was collected.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

A backwards design differentiation lesson planning process was started to meet the needs of students who were not progressing at a fast enough rate.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

The creation of an RTI team broken up by grade level groups that meets regularly with the teachers to review student data and the placement of students in Tier III Intervention.

- List the identified needs in the school that will be targeted for improvement in this plan.

Increase in the proficiency rates for grades 3-6 in English and Math, a decrease in violent incidences and suspension and the integration of Special Education into the school.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

We are a STAR school where our students act in a Safe manner, Trustworthy, Act Responsibly and are Respectful. We need a strong culture for learning in the school.

- List the student academic achievement targets for the identified subgroups in the current plan.

A 10% Proficiency rate for Math up from 5.48% and a 12% Proficiency rate for ELA up from 7.25%

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

We are a Restorative practices school with a Help Zone and we are training our staff in restorative practices.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

We have students who have come to us with great Social/Emotional and Academic needs. We are addressing this thorough our Restorative Practices and Student Support Team.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Differentiated instructional strategies, DOK questioning and Relevance/ Rigor Framework so we can meet the diverse needs of our students.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Conferences, phone calls, meetings, emails, text, Class DOJO and new school/parent events such as Curriculum nights etc.

- List all the ways in which the current plan will be made widely available to the public.

Via email, hard copies in the school and it will be on our website.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

We have Prek technical support people who work with our families and our staff to make this a smooth transition.

Common Leading Indicators Worksheet

[illegible]

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	November 7-9, 2017
B2. DTSDE Review Type:	Local Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The leadership team needs to resume the practice of regular, frequent instructional meetings so they can collaborate in creating school-wide instructional priorities based around their data and their SCEP, along with a plan to implement and embed these priorities. This planning should include how to best monitor those priorities, most importantly teacher planning and instruction with walkthrough done consistently by all administrators. They should decide on the utilization of a common walkthrough tool and create a yearly calendar that targets frequent checks for teacher practices related to domains one and three.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will monitor school-wide priorities learning targets, assessments, differentiation strategies, engagement) through a common walk through tool. The walkthrough data will be examined at weekly Leadership meetings so that there is 100% alignment between learning targets and assessments, differentiation and engagement by the end of the 2017/18 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Minutes from the meetings and data collected on the walk throughs

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
17-Nov-17	15-Jun-18	Weekly one hour instructional meetings for the leadership team every Friday to look at walk through data
2-Jan-18	22-Jun-18	Monitoring the School's progress in accomplishing the SCEP goals monthly
January 25, 2018	15-Jun-18	Communicating the school's progress on the SCEP to the entire school community at the monthly SBPT
17-Nov-17	15-Jun-18	Provide example lesson plan templates Bi-weekly walkthroughs with timely feedback and the Monthly publication of walkthrough data Plan and implement professional development on early dismissal days that focuses on: <ul style="list-style-type: none"> ○ Rigorous learning targets ○ Alignment of learning targets and assessments ○ Rigor and relevant framework ○ Creating engaging hooks ○ DOK questioning and Rigor/ relevance framework
17-Nov-17	15-Jun-18	
1-Dec-17	1-Jun-18	

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	November 7-9, 2017
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Specific learning targets need to include elements, which stretch students to achieve the more rigorous grade level standards and goals. Planning daily assessments, or exit tickets, which can assess the targeted learning need to be incorporated into documents to plan for next step instruction. The planned strategies and materials that teachers will utilize for groups and parings need to be appropriate but challenging for the students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2018, all teachers will write detailed lessons with rigorous questions and activities using Depth of Knowledge and the rigorous/ relevance framework.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data from the walkthroughs.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Nov-17	Sep-17	Provide time to develop CCLS units for all grades in ELA and Math
Sep-17	Jun-18	Grade level curriculum meetings with the Supervisor and common planning time for that grade level once every A-D cycle to discuss the implementation of CCLS
Nov-17	Jun-18	100% of lesson plans will include a rigorous learning target that directly correlates to assessment and engagement strategies
Dec-17	Jun-18	Gem Curriculum Development and PDs for Carolina Assessment and Unique Curriculum, Common planning time for GEM teachers,

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	November 7-9, 2017
B2. DTSDE Review Type:	Local Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Create a clear and concise statement that addresses the primary needs of the whole school in relation to teacher practices. Be sure to incorporate the most recent DTSDE review and other applicable data.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	We will move our proficiency rates for Math from 5.48% to 10% and ELA from 7.25% to 12%. We will increase the pace of the instruction and the challenge in the classroom, which will help us meet those levels on the State Assessments by June 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Evidence from NWEA, Aismweb and other progress monitoring assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Nov-17	Jun-18	Training for assessment builder on E-Doctrina
Sep-17	Jun-18	Adhere to pacing guide for curriculum
30-Aug-18	30-Aug-18	Differentiation Professional Development was offered and will continue to be offered
Nov-18	Jan-18	Collegial Circle on the book entitled <u>How to Differentiate Instruction in Academically diverse classrooms</u>
Sep-17	Jun-18	Bimonthly Grade level RTI meetings
Sep-17	Jun-18	Revise the data wall monthly by making adjustments in students progress towards proficiency
5-Sep-17	15-Jun-18	Use data walls to group students and identify strategies for student supports
Dec-17	Jun-18	Tom's vision is for our to demonstrate learning occurring . More DATA collection with our own data walls

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	November 7-9, 2017
B2. DTSDE Review Type:	Local Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	We need to decrease the incidences of violence and ultimately the number of DASA events, suspensions and referrals. We want to decrease each of them by 30 % compared to 2016/17 school year.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, there will be a school-wide decrease of 30% in the number of incidents related to violence, DASA events, suspensions and referrals
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of DASA events, suspensions and referrals this year when compared to last year.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
17-Nov-17	15-Jun-18	Creation of a PBIS/STAR committee for school-wide implementaion to develop a matrix, lesson plans, Character Trait of the month etc.
Nov-17	15-Jun-18	DASA and TCI training for all staff and parents
Nov-17	Jan-18	Handbook with social/emotional support system information or addition of the information to the existing handbook
Nov-17	Jun-18	Use data and Problem Solving Team referrals to identify students in need of additional supports
Dec-17	Feb-18	Implement a school-wide social emotional program(Second Step or develop our own)
Dec-17	Feb-18	Reassess restorative practices to determine what aspects are most sucessful
Dec-17	Jun-18	School-wide use of the on-line referral system
Sep-18		Identify a specific school-wide time for Circles
Dec-17	Jun-18	GEM stated noticeable difference not doing second step, more inclusion for special school wide activities. The School needs a Behavioral Specialist. Specialist would be utilized by GEM, ASD, and ISS.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	November 7-9, 2017
B2. DTSDE Review Type:	Local Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to increase parent involvement, build better relationships, and welcome parents into the building.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All parents will be surveyed twice a school year to prioritize needs so that 80% of parents are satisfied with their child's education. The school will host at least two parent events before June 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Results of our new parent survey, attendance at school events, number of parent conferences and parent visits to classrooms.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Nov-17	Nov-17	Distribution, completion, analysis of a parent survey
Dec-17	Jun-18	Increased home/school communications about school programs, events and student progress
Dec-17		Creation of a short survey for parents and other visitors to complete after they visit our Main Office
Dec-17	Jun-18	Create parent engagement committee that will: Provide training for parents and staff in academics, social/ emotional development, etc. Plan and execute school-wide parent events, such as: Open Mic Night (writers/ readers night) Scores and Spaghetti Night Cocoa and Curriculum Event Talent Show (parent/ child talents) Donuts with Dads, Muffins with Moms Snuggle Up and Read with Your Child
Dec-17	Jun-18	Parent Transportation for our wheelchair families, child care, School encourage a parent committee for GEM headed up by GEM social worker to discuss concerns, fundraisers for GEM etc
