

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Edison Technical High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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Website for Published Plan	www.rcsdk12.org		

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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

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

- 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

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

- 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) .

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

- 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.

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
B1. Most Recent DTSDE Review Date:	Tuesday, May 29, 2018 - Thursday, May 31, 2018
B2. DTSDE Review Type:	State Ed Depart, Integrated Intervention Team (IIT): Priority School
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Base on our graduation rate of 43% in June of 2018 and the Graduation rate of 49% in August of 2018, our goal is to meet and exceed our graduation target of 67% by August of 2019 thorough the Administrative Leadership Team creating an effective cohort tracking and monitoring system of credit and regents exam attainment.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October of 2020, 100% of all admin will work using the backwards design model to identify and develop data-driven strategic instructional non-negotiables actionable items with clear benchmarks for curriculum and lesson planning; teaching and learning; student behavior; and two way communication with families and closely monitor and support teacher practices via a classroom walk-through tool that includes timely specific written feedback to teachers and departments to plan school-wide, departmental and individual teachers' next steps towards established targets and expectations to improve course passing rates by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Analysis of longitudinal data from classroom visitations via walkthrough tool based on identified list of strategic performance indicators that include: Evidence of lesson plan that include alignment of standards; Evidence of the # of students meeting learning targets; Evidence of rigorous and relevant learning activities/quality of student work; Evidence of the # of students engaged in the lesson; Evidence of differentiation; Evidence of teacher's assessment of student learning; Evidence of teacher feedback to students; Evidence of two-way communication with the student families; Evidence of student growth

E1. Start Date: Identify the projected <u>start date</u> for each activity.	E2. End Date: Identify the projected <u>end date</u> for each activity. ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful. Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
March 2019	March 2020	Based on needs assessment, data and quaterly needs assessment review, Admin to
March 2019	March 2020	Admin develop a school year quaterly calendar of opportunities to recognize student
March 2019	March 2020	Each semester, Admin to work with staff to create standards-based bulletin boards that
March 2019	March 2020	Each semester, Admin to develop a system to provide community service leadership
March 2019	March 2020	Bi-weekly, Admin to continue to work with collaboratively with department team
March 2019	March 2020	Monthly, Admin to create a master schedule review team that works to develop a
March 2019	March 2020	Each semester, Admin work to formalize the Edison's individualize and small group
March 2019	March 2020	Admin to conduct quaterly school-wide needs assessment
March 2019	March 2020	Each semester, Admin to develop SBPT and Instructional Leadership team strategic plan

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:	Tuesday, May 29,2018 - Thursday, May 31, 2018
B2. DTSDE Review Type:	State Ed Department, Integrated Intervention Team(IIT): Priority School

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>According to the 2018 NYSED DTSDE Report, "teachers rarely planned to include opportunities for students to interact with each other and deepen their understanding and learning...the tasks planned for students were often basic or at a low level, offering little to challenge, engage and motivate students". At the beginning of June 2019, the school leader will work with school and teacher leaders to development of a schedule for 2019 -2020 for the monitoring of teachers' long lesson range planning, curriculum pacing, and unit lesson plans focused on the critical componets and key expectations identified and outlined in Tenet 2. The lesson plans and curriculum pacing should be reviewed at department meetings prior to the beginning of each marking period. Feedback should be provided to teachers immediately at the dept. meeting. Any concerns with lessons or pacing should be taken up directly with individual teachers and action steps should be decided upon. Action steps shall clear and have a dedicated completion date. School leaders are expected to analyze the information and share the summary and key findings of their analyis to the School Based Planning Team (SBPT) at the next SBPT meeting following the end of each of the first three marking periods and at the mid way point of the fourth marking period.</p> <p>School instructional leaders and teachers shall maintain a shared Google drive of curriculum, pacing charts, and lessons with assessments (some common) appropriate to Edison's population for departmental sharing and support of engaging lessons.</p>
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	As a result of the work and activities that will be done regarding addressing the gap in curriculum development and support, 50% of teachers will share to or use lessons or common assessments from the Google Drive during each marking period and there will be a 10% improvement on student passing rates in all core content area Regents Exams during the June 2020 administration of the NYS Regents Examinations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Determining whether or not a monthly schedule to monitor teachers plans was developed by June 14 2019. Begin Google Drive with teacher long range plans and pacing charts within the first week of school by Sept. 6, 2019. At the first department meeting date TBA, determine whether lesson plans and pacing charts are available and reinforce the connection between effective lessons, assessment and pacing to student academic growth. At the first instructional council meeting, determine whether group or individual action steps were developed at the first department meetings and determine whether they were followed up with as planned. Refer to the appropriate school leader for action subsequent action if necessary.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
June 2019	July 2020	A plan will be developed to monitor teachers planning, curriculum development and curriculum pacing. The plan will be developed by school leaders and
September 2019	June 2020	Input annual pacing charts and long range plans for first marking period in the core content areas, the projected pacing and actual pacing for each
January 2020	2nd week of February	A mid-year analysis of the plan of action for Tenet 3 will be conducted by the Tenet 3 team, school leaders and teacher leaders involved with the
February 2020	June 2020	Targeted meetings will be scheduled with all teachers of courses ending in Regents Exams across all content areas. The intent of the meetings will be to

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:	Tuesday, May 29,2018 - Thursday, May 31, 2018	
B2. DTSDE Review Type:	State Ed Department, Integrated Intervention Team(IIT): Priority School	
C1. Gap Statement: Create a clear and concise statement that addresses the		According to data from the school's 2017 - 2018 DTSDE review, the school lacks a cohesive professional development plan for teachers, resulting in inconsistent instructional practices and use of assessment data across the teaching staff.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Throughout the remainder of 2018 -2019 school year and the 2019 -2020 school year, school leaders in collaboration with RTI Instructional coaches, Content Department Leaders and Office of Professional Learning will plan and implement a series of professional learning cycles to 100% of the Edison Campus staff to address students engagement and performance as stated in the gap statement. The professional learning will focus on the following teacher practices: Learning Targets and Success Criteria, Looking at Student Work(LASW), Data Driven Instruction, Common Assessments and Differentiation.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		-Weekly Walkthroughs, unannounced and formal observations Evaluation Feedback from Professional Learning Offerings Data from Common Assessments Regents Tracking Data
E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
6/24/2019	8/30/2019	School Leaders will provide common planning time within the master schedule, such that vertical teams can focus on the instructional practices
7/1/2019	8/23/2019	School Leaders will develop a professional learning plan and schedule for the 2019-2020 school year in collaboration with teacher leaders.
9/3/2019	6/29/2019	School Leaders will plan and design professional learning offerings for the 2019-2018 school year making adjustments based on walkthrough data and
9/4/2019	6/29/2019	School leaders will conduct walkthrough observations in all classrooms using the google based walkthrough tool to monitor the instructional focus
9/4/2019	6/29/2019	Teachers will participate in monthly professional learning focusing on the following: Learning targets, Looking at Student Work, Data Driven Instruction

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.
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B2. DTSDE Review Type:	State Ed Department, Integrated Intervention Team (IIT): Priority School

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to data from the school's 2017 - 2018 DTSDE review, the school staff lacks consistent understanding and implementation of Restorative Practices and the RtI process, resulting in students' social-emotional needs being inconsistently met.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the remainder of the 2018 - 2019 school year and the 2019 - 2020 school year, 100% of members of the school community will participate in training related to RtI and Restorative Practices and implement their learning, resulting in a 5% decrease in short-term suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Office referral data, suspension data, school climate survey data, evaluation data from trainings, data from Danielson Tenet 2 collected via walkthroughs and observations.

E1. Start Date:	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
June 2019	June 2020	Faculty will participate in restorative practices professional learning sessions focused on establishing a positive school culture and community building
September 2019	June 2020	By June 2020, suspensions and/or classroom removals will be reduced by 5% through the use of peace circles, and implementation of alternatives to
September 2019	June 2020	School Leaders will implement two community building events that will be held to ensure the existence of a positive school culture resulting in student-
September 2019	June 2020	Teachers and staff will fully implement school-wide initiatives such as Response to Intervention (RTI) and School Wide Positive Behavior Supports
September 2019	June 2020	All classes will conduct community building circles once a month to support the establishment of rituals and routines, understanding the CORE Values
September 2019	June 2020	On-going professional development in Restorative Practices will be facilitated by the Office of Professional Development. The two strands to be focused

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.
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B2. DTSDE Review Type:	State Ed Department, Integrated Intervention Team(IIT): Priority School

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on data collected through formal and informal parent surveys, as well as usage data of the Parent Center, the size, location and resources allocated to the existing parent center are insufficient, resulting in underutilization of the Center by a broad population of parents and families.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the remainder of the 2018 - 2019 school year and the 2019 - 2020 school year, school staff and leaders will expand on existing Parent Center initiatives to address gaps in protocol, process for sharing of information with families and students about student's academic and social/emotional development and resources unavailable at the school to a greater number of families.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Qualitative data will include but not limited to: parent feedback survey, parent intake forms (for most current information), evaluation of parent participation, and parent connect program. Quantitative data will include the number of parents attending events, the number of parents accessing the Parent Center and the number of surveys completed.

E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART
September 2019	June 2020	reviewing/accessing student data to create an action plan for all students using district approved technological resources, on a monthly
September 2019	June 2020	may include: potlucks, Coffee and Conversation, & friendly competitive events) at least twice per year!
August 2019	September 2019	School leaders will develop an innovative and flexible schedule with dates and times of meetings/events for parents (with interpreters)
April 2019	June 2020	important events)
August 2019	September 2019	resources they would like made available.
September 2019	June 2020	SBPT members will increase parent and student participation to include membership on the School-Based Planning Team.
August 2019	September 2019	exams/requirements, analyzing data/academic progress.
September 2019	June 2020	social media)
September 2019	June 2020	extend to afternoons and evenings to make them available for parent attendance. Incentivize participation in community events (prizes,
September 2019	June 2020	Office clerk will utilize intake forms to update parent contact information on a daily basis.