

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Edison Career and Technology High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

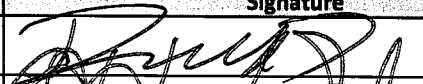

Contact Name	Walter Larkin	Title	Principal
Phone		Email	
Website for Published Plan	www.rcsdk12.org		

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

**WORKING DOCUMENT
18-19**



Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the 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.

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.

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:

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").


- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

 Tenet 6: Family and Community Engagement

Directions: Provide a narrative in response to the questions. All questions must be answered.

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).

The most significant impact has been within our student support systems. For the 2017-2018 school year, we have increased the number of learning recovery opportunities and extended day opportunities. This year, we offered our students credit recovery, marking period recovery, science lab recovery, tutoring and Regents Prep via our Back on Track Program (BOT), Edison Engage Program, Regents Prep and Twilight Program. In addition to these programs, we also increased the number of student support via our HelpZone, Health Center, Student Support Center and Hillside. Lastly, this year we have continued to grow our restorative initiative in that 20 students were trained as peer mediators and we developed our student principal advisory committee.

- 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.

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

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

Increase classroom visitations utilizing a 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; and Evidence of student growth.

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

Creating an effective monitoring and feedback plan that include actionable items with aligned benchmarks to measure progress toward established targets for curriculum and lesson planning and delivery; teaching and learning; behavior expectations; and two way communication with families.

- 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.

Edison's mission : Knowing, respecting and supporting each other; Engaging students in problem-solving activities; Modeling life-long learning; Giving students purpose. As a CTE school we partner with our business members to ensure that not only are our scholars learning the core academics but also learning the soft skills profile that employers are looking for in new hires. Guiding principles: What do we want students to learn? How do we know if the students have learned? What do we do when the students have not learned? How do they respond when they already know it? Ultimately, our mission and guiding principles speak to the developing scholars who are able to compete in every level at either the college level or the workforce

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

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

Master schedule, Departmentalization, Cohort focus, admin leadership team, SBPT and Instructional Council...Master schedule designed to ensure professional learning during the school day. 4 assistant principals/ 4 counselors will follow their cohort groups. 1 VP of operation for school safety. CTE instructional coordinator will facilitate the interdisciplinary . Academy director working with graduation credits and teachers

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

Begin with a needs assessment, Mindset - scaffolded professional development that allows teachers to reflect on belief system/practices, Time - Strategically plan pd, Resouces -inventory and fill identified gaps, expertise - inventory teacher/staff expertise and allocate accordingly, Communication - develop a consistent plan for all constituents

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

Vertical and Horizontal Common Planning Time (ie. Team Meetings and Department Meetings) as well as collegial circles.

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

Weekly Job embedded profesional learning. 5 half days opportunities to work with staff and community partners, Job shadowing and internship opportunities for our scholars. Cohort Meetings, Grade Level Meetings, Staff Meetings, Parent Meetings, Orientations, SBPT, Instructional Council, Building Team Committee, School-wide celebrations, Grade Verification Meetings, Department Meetings, Staff Meetings/Celebrations, TOM

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

Will be included on the website and posted in the main office as well as the goals will be included on all meeting agendas to provide opportunities for review...

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:	Tuesday, May 29, 2018 - Thursday, May 31, 2018
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention 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 our graduation rate of approximately 43% in June of 2018 and projected graduation rate of 60% by August of 2018, our goal is to meet or exceed our graduation target of 67% by August of 2019 by creating an effective monitoring and feedback plan that include actionable items with aligned benchmarks to measure progress toward established targets for curriculum and lesson planning and delivery; teaching and learning; behavior expectations; and two way communication with 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.	By October of 2018, 90% of all teachers and admin across content areas will work collaboratively via SBPT, PD and supervision meetings 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 student learning.
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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
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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 written in its own cell.
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September, 2018	October, 2018	Through scheduled team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will review and provide feedback to SBPT regarding School-wide improvement plan that includes strategic targets and actionable items for curriculum and lesson plans; teaching and learning; behavior expectations; and two-way communication with families.
September, 2018	October, 2018	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will establish school-wide calendar of a progress monitoring tool that includes but is not limited a classroom walk-through tool.
September, 2018	Novemeber, 2018	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will develop a strategic/specific professional development plan aligned with the school's identified areas of oppourtunities (problem of practice) to support teacher development and progress towards establish targets of curriculum and lesson plans; teaching and learning; behavior expectations; and two-way communication with families.
October, 2018	June, 2019	Quarterly (every 10 weeks) during scheduled department meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level teams will review prograss updates to SBPT regarding School-wide improvement plan that includes progress towards strategic targets and actionable items for curriculum and lesson plans; teaching and learning; behavior expectations; and two-way communication with families.
October, 2018	June, 2019	Quarterly, during schedule department meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level teams will revisit school-wide calendar of the progress monitoring tool and provide feedback to SBPT regarding effectiveness of tool.
November, 2018	June, 2019	Quarterly, during schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will review and provide feedback regarding school-wide professional development plan as aligned with the school's identified areas of oppourtunities (problem of practice) to support teacher development and progress towards establish targets of curriculum and lesson plans; teaching and learning; behavior expectations; and two-way communication with families.

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 Depart, Integrated Intevention 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 our graduation rate of approximately 43% in June of 2018 and projected graduation rate of 60% by August of 2018, our goal is to meet or exceed our graduation target of 67% by June of 2019 by creating an effective monitoring and feedback schedule for 2018-2019 that include actionable items with aligned benchmarks to measure progress toward established targets for curriculum and lesson plan implementation and delivery.
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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.	By October of 2018, once a month, 90% of all teachers and admin across content areas will work collaboratively via SBPT, PD and supervision meetings to develop a schedule to closely monitor and support teacher practices via review of lesson plans utilizing a classroom walk-through tool that includes timely specific written feedback to teachers within 48 hours and departments biweekly that include school-wide, departmental and individual teachers' next steps towards establish targets and expectations to improve student learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 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
August, 2018	September, 2018	School leadership will develop a walk-through calendar and feedback tool and share with SBPT
September, 2018	June, 2019	Quarterly, all teachers and admin across content areas will work collaboratively via SBPT, PD and supervision meetings to review classroom visitation calendar, walk-through and feedback tool to provide feedback to the SBPT and School Leadership to increase level of effectiveness of tools utilized.
September, 2018	June, 2019	Weekly, school leadership will perform classroom walk-throughs that will include teacher feedback within 48 hours and bi-weekly school-wide/departmental feedback and collect evidence based on pre-determined strategic performance indicators
September, 2018	June, 2019	Visible Learning: Daily, across content areas, teachers will include and utilize identified strategic performance indicators in their lesson plans and learning environments: 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
September, 2018	June, 2019	Leadership team will develop a calendar of meetings to review all walk-through data and teacher/department feedback and disseminate a school-wide quarterly instructional communication
September, 2018	June, 2019	

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 Depart, Integrated Intevention 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 the DTSDE review, based on student engagement and performance, there is a need to support more effective development and delivery of currciulum, lesson planning and student assessment.
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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.	By Aug 2018, school leaders will plan a schedule of walkthroughs for the 2018-2019 school year with a focus on the key expectations. By Jan. 2019, school leaders will visit 100% of the teacher classrooms 4 times, with actioanble feedback to teachers within 2 days and follow up within 2 weeks.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 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 written in its own cell.
August, 2018	August, 2018	School leaders will develop a walkthrough schedule and tool identifying curriculum and lesson planning, teaching and learning and student management targets and expectations
September, 2018	Sept.2018-Jan 2019	During the first semester, school leaders will visit every teacher classroom a minimum of 4 times. Actionable feedback will be given to teachers using the walkthrough tool within 2 days and revisited and assessed within two weeks.
October, 2018	January, 2019	Professional learning support will be designed for identified teachers with support of team leaders utilizing common planning time, half days, embedded support by the team leaders.
January, 2019	June, 2019	School leaders will conduct an additional 4 walkthroughs for those teachers who need additional support
January, 2019	June, 2019	School leaders will identify common trends and share with SBPT to develop professional learning for all

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:	Tuesday, May 29, 2018 - Thursday, May 31, 2018
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention 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.	Per the DTSDE, the school leaders and support staff will develop a school-wide protocol for sharing and exchanging information about students.
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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.	By Oct 2018, 100% of staff members will be trained on the protocol for sharing and exchanging student information.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data tool to collect and organize student information. Powerschool: attend action. Schoolbased Center Coordinator, google referral form

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 written in its own cell.
Aug. 2018	Aug. 2018	School leaders and school based planning team will meet to develop a method of collecting and sharing student information
Sep-18	Oct. 2018	School Base members will train all staff on the protocol
Oct. 2018	Jan. 2019	Staff members will implement the protocol
Jan. 2019	jan. 2019	School leaders and school base will asses the effectiveness of the protocol and modify if needed and update the staff
Jan.2019	1-Jun	Staff members will continue to use the protocol

