

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010025
School Name:	Nathaniel Hawthorne School No. 25

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Deborah Lazio	Title	Principal
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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 (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.

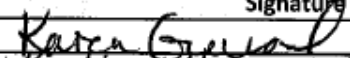
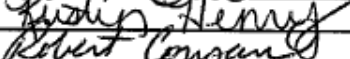
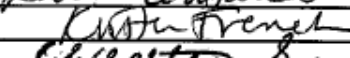
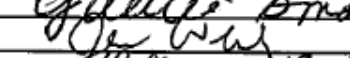
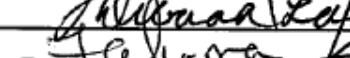

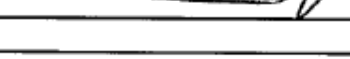

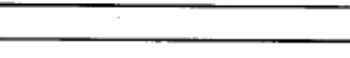
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)
June 19, 2018	School 25		
June 20, 2018	School 25		

Name	Title / Organization	Signature
Karen Guerand	School No. 25 Teacher	
Kristin Henry	School No. 25 Teacher	
Robert Consaul	School No. 25 Teacher	
Kristen French	School No. 25 Teacher	
Yvette Smothers	School No. 25 Parent Liaison	
Jason Wertz	School No. 25 Assistant Principal	
Deborah Lazio	School No. 25 Principal	
Fatima Kirkland	Parent	
Rosanna DeJesus	Parent	

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:

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 positive impact was creating a school-wide writing system that was monitored on a monthly basis. Grades 3-6 had intervention teachers push into classrooms to assist with writing and math skills. K-6 had a common intervention block to further differentiate learning bases on data. Zearn was implemented in K-5.

- 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.

Grade level meetings were better utilized to analyze and respond to student data.

In developing the CURRENT YEAR'S plan:

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

Professional development for a new reading and writing program that the school will pilot with the intent to use permanently.

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

Balanced literacy, culturally diverse literature, Kindergarten Foundations Initiative

- 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.

At Nathaniel Hawthorne School No. 25, we are committed to high expectations for all our students while working toward continuous improvement in educational practices and promoting a positive school environment. We will provide a safe and positive, child-centered environment, promote student and teachers joy of learning, ensure students will be active participants in the learning process, encourage a mutual respect for individual differences and values, expand and broaden student's real life experiences, provide differentiated instruction to reach individual student's potential and encourage and invite parents to be active in their child's learning environment. The mission statement aligns with the guiding principles because the mission statement stresses differentiated instruction, a safe, positive environment and parents to be active in their child's learning environment.

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

By the end of the 2018-19 school year, student attendance will increase by 1%, from 93% to 94%, with an increased focus on chronically absent and tardy students. 2) By the end of June, 2019, 90% of teachers (PreK-6), will have fully implemented Being a Writer, Being a Reader and Reading with Meaning with fidelity as evidenced in plan books and teacher master schedules. 3) By the end of June 2019, 100% of K-6 teachers will use the data from NWEA and AIMSweb ELA and Math Subtests to inform instruction which will result in an increase in math and ELA student achievement.

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

The school structures in place include using the social-emotional components within the Being a Reader and Reading with Meaning program to provide a safe, positive, child-centered environment. Teachers will be provided with collegial circles and other collaborative Professional Development opportunities which will promote the joy of learning. Through side by side and virtual Professional Development, teachers will refine their practices and understandings so that they can ensure students will be active participants in the learning process, expand and broaden real-life experiences, and provide differentiated instruction to children. In order to assess student progress benchmark testing will be scheduled. Teachers and support staff will have regularly scheduled grade level meetings so that they can plan and monitor student progress on both formative assessments and benchmark testing.

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

Implementing the new programs with fidelity or scheduling could be a barrier.

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

There will be side by side and virtual professional development. School No. 25 potentially will be collaborating with 2 other Rochester City Schools.

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

Newsletters, bulletins, emails, professional development, curriculum night, grade level meetings

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

Newsletters, bulletins, emails, professional development, websites, parent orientation, parent nights, student events, youtube, twitter, facebook

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:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Currently, 100 % of the teachers are trained in Success For All. The majority are unfamiliar with the methods needed to teach a balanced literacy program.
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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 June, 2019, 75% of the staff will be trained and implement balanced literacy in their classrooms with fidelity.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers rated as highly effective and effective and Teacher attendance at Professional Development

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.
18-Sep	19-Jun	School Leader will schedule grade level meetings for K-6 classroom teachers and intervention teachers in order for teachers to collaborate/learn new programs and analyze data as a team.
18-Sep	19-Jun	Teachers will rotate taking and distributing minutes and action plans from grade level meetings using shared google docs in the google drive to inform all members of the team.

18-Jul	19-Jun	School leader will schedule professional development for teachers to learn to implement new reading and writing programs - Being a Writer, Being a Reader, Reading with Meaning.
18-Sep	19-Jun	School leader will schedule benchmark testing for students 3 times a year to monitor student achievement.
18-Sep	19-Jun	School leader will provide professional development on superintendent conference days and on early dismissal days to inform staff of best practices.
18-Sep	19-Jun	School leader will distribute the individual student target setting form to teacher in the fall so that teachers can set targets for each student and will review these sheets quarterly with teachers to check individual student progress.
18-Sep	19-Jun	School leaders will conduct informal walkthroughs to assess implementation of new programs.

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:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Currently, 100 % of the teachers are trained in Success For All. The majority are unfamiliar with the methods needed to teach a balanced literacy program.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers rated as effective and highly effective and teacher attendance at professional development

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
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18-Sep	19-Jun	School leaders will conduct informal walkthroughs to assess implementation of new programs.

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:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Currently, 100 % of the teachers are trained in Success For All. They majority are unfamiliar with the methods needed to teach a balanced literacy program.
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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 June, 2019, 75% of the staff will be trained and implement balanced literacy in their classrooms with fidelity.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers rated as effective and highly effective and teacher attendance at professional development

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18-Sep	19-Jun	Teachers will rotate taking and distributing minutes and action plans from grade level meetings using shared google docs in the google drive to inform all members of the team.
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18-Sep	19-Jun	School leaders will conduct informal walkthroughs to assess implementation of new programs.

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:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	The most recent DTSDE School Performance review indicated that 48.6% of the staff said student behavior interferes with instruction. This indicates the school needs to collect and analyze behavioral data to reduce interruptions to instruction and reduce the rate of recidivism.
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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 June 2019, 100% of teachers will use the social-emotional component of Being a Reader or Reading With Meaning program to assist with the behavioral needs of students. This will be reviewed monthly at grade level meetings so that teachers can collaborate and devise an action plan to address chronically disruptive students. School Based Planning Team will review this plan each month.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentil for Low-Incom students: Student Average Daily Attendance; Student Discipline Referrals/ Student Suspension Data (Short-Term/Long-Term):Teachers Rated as Effective and Highly Effective; Teacher Attendance at Professional Development

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.
Sep-18	Jun-19	School leader will schedule grade level meetings bi-weekly for K-6 classroom teachers and intervention teachers in order for teachers to collaborate/learn new programs and analyze data as a team
Sep-18	Jun-19	Teachers and support staff will discuss and analyze behavioral referral data bi-weekly to determine a plan of action
Sep-18	Jun-19	Teachers and building staff will continue to use PBS programs and Reading with Meaning/Being a Reader Social Emotional components daily, to aide in social-emotional growth
Sep-18	Jun-19	Teachers will attend "in-house" professional development as planned by SBPT, monthly, to learn about best practices including using formative assessments to target differentiated instruction as it relates to social emotional growth of students.
Sep-18	Jun-19	Teachers and building staff will continue to use PATHS program, weekly, to aide in social-emotional growth of students
Sep-18	Jun-19	SBPT will monitor student discipline data, monthly, to assess the effectiveness of programs
Sep-18	Jun-19	PBS team will meet monthly to schedule events and create incentive menus for the school

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:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	The DTSDE School Performance Scan indicated that 62% of the students said that their families attend school events. The survey also indicated that 78.1% of staff feel that we have conducted an interest assessment with families. Actual attendance at events was 34%. The Parent Liason needs to conduct an interest assessment with families so that they understand their interests and concerns so that SBPT can better plan family events.
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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 2018, the Parent Liason will conduct an interests assessment with 100% of the School 25 families to assess parent interests and concerns so that the SBPT can better plan family events. The SBPT will review parent event attendance and survey data at monthly meetings to inform event planning based on families' interests.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students; Student Average Daily Attendance; Student Suspension Rate(Shor-Term / Long-Term): Student Discipline Referrals

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.
Sep-18	Jun-19	Parent Liaison will distribute a needs assessment to parents, in the fall, so SBPT will have an idea about what school events parents would be interested in attending.
Sep-18	Jun-19	School Based Planning Team will plan the events for parents to attend.
Sep-18	Jun-18	Parents will fill out the parent reflection survey sheet after each parent event in order to provide feedback about the event.
Sep-18	Jun-19	SBPT will review the parent reflection survey sheets after the events, to decide if the events were worthwhile and if parental attendance improved.
Sep-18	Jun-19	Parent Liason will collect parent sign-in sheets after every event to track parent participation and attendance for subsequent follow-up.