

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

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Joseph Baldino	Title	Principal
Phone	585-328-8228 Ext. 1002	Email	Joseph.Baldino@rcsdk12.org
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.

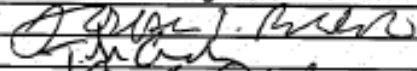

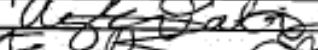

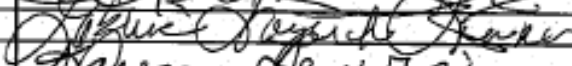
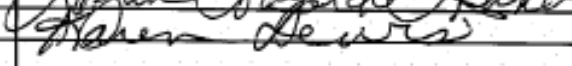
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)	Location(s)	Meeting Date(s)	Location(s)
June 28, 2018	Principals Office		
June 29, 2018	Principals Office		

Name	Title / Organization	Signature
Joseph Baldino	Principal	
Thomas Anderson	Assistant Principal	
Amy Tata	Extended Learning Time Resource Coordinator	
Anita Burbridge	Teacher	
Lazane Traywick-Terrance	Teacher	
Karen Lewis	Teacher	

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



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).

The walkthroughs and the data along with the data and instructional support from the RTI. We had a help zone and other initiatives that lower our suspensions by one third.

- 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.

The RTI plan was revised and the focus of the computer component was changed so students were using Lexia or Compass appropriately. Also, a greater focus on Tier II students.

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

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

The RTI plan was revised to include additional classroom teacher support as well as RTI and Reading teacher support in the computer lab. RTI data meetings will continue.

- 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 working on a revision of our vision and mission and it will include inclusion of all students in a strong culture for learning in the school.

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

Improvement in the Math and ELA Proficiency rates on the State exams to be determined after the State exam scores are published and to develop a more cohesive staff.

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

We are a restorative school and are continuing to train people in those practices. We also have an inclusion committee that is focusing on the inclusion of all students and staff

- 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 with great Social/Emotional and Academic needs. We are addressing this through our Restorative Practices, Student Support Team, collegial work circles.

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

We have Zearn, Restorative Practices, Being a Writer, School 29 Instructional Institute, Inclusion and multiple other PD opportunities approved by our SBPT

- 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 others such as our Glow Literacy, Juneteenth and Letchworth school/parent events

- 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.

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:	November 7-9, 2017
B2. DTSDE Review Type:	Local Review

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 leadership team will continue 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 revised common walkthrough tool and create a yearly calendar that targets frequent checks for teacher practices related to domains one, two and three.
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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.	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 2018/19 school year. The aggregate data will be distributed to all staff.
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. 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	Weekly meetings for the leadership team to look at walk through data
Sep-18	Jun-19	Monitoring the School's progress in accomplishing the SCEP goals monthly
Sep-18	Jun-19	Communicating the school's progress on the SCEP at the SBPT Meetings

Sep-18	Jun-19	Provide example lesson plan templates checking the lesson plans regularly
Sep-18	Jun-19	Bi-weekly walkthrough feedback and Monthly publication of walkthrough data
Sep-18	Jun-19	Plan and Implement PD on early dismissal days focusing on our SCEP activities

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:	Local Review

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.	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 Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2019, 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 and formal and unannounced observations.

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
Sep-18	Jun-19	Provide time to develop CCLS units for all grades in ELA and Math through a common planning period once every A through D cycle.
Sep-18	Jun-19	Grade level meetings with the Supervisor once every A-D cycle to discuss the implementation of CCLS and other teacher chosen topics
Sep-18	Jun-19	100% of lesson plans will include a rigorous learning target that directly correlates to assessment and engagement strategies
Sep-18	Jun-19	Gem Curriculum Development and PDs for Carolina Assessment and Unique Curriculum, Common planning time for GEM teachers,
Oct-18	Jun-19	The aggregate data for walk throughs will be published once a month in the School Bulletin.

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. 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.	Create a clear and concise statement that addresses the primary needs of the whole school in relation to teacher practices. We will incorporate the most recent DTSDE review, the results of our 2017-2018 SCEP and other applicable data.
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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.	We will move our proficiency rates for Math from(fill in the blank after the 2017-2018 results) and ELA from (fill in the blank after the 2017-2018 results). 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 2019.
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. 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-18	Adhere to the pacing guide for curriculum through multiple check in activities at the grade level meetings
Sep-18	Jun-18	Bimonthly Grade level RTI meetings to review student progress and to make modifications to the tiered instructional groups
Sep-18	Jun-18	Provide relevant PD opportunities to staff that will help them improve their instructional practices
Sep-18	Jun-18	Each teacher will maintain his or her own data wall as well as the RTI team maintaining a school wide data wall for each grade level

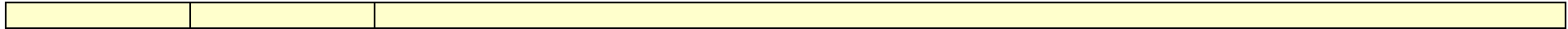
Tenet 5: Student Social and Emotional Developmental Health

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. 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.	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 2017/18 school year.
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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 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. 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	DASA and TCI training for all parents, staff and students
Sep-18	Jun-19	Handbook with social/emotional support system information or addition of the information to the existing handbook
Sep-18	Jun-19	Use data and Problem Solving Team referrals to identify students in need of additional supports
Sep-18	Jun-19	Continue to build our restorative practices through staff PD and imbedded time in the schedule for student circles.
Sep-18	Jun-19	Continue the work that originated from collegial circle on Paul Tough's Book Helping Students Succeed. What works and Why
Sep-18	Jun-19	Continue the Inclusion Committee and add more inclusive school wide activities such as the Wheelchair event and the buddy classrooms



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. 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 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 Gap 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 five parent events before June 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Results of our parent surveys, attendance at school events, number of parent conferences, parent visits to classrooms and brief parent surveys after a phone call, visit to the office or conference with a teacher and/or administrator.

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	Mar-19	Distribution, completion, and analysis of a parent survey in September and in March
Sep-18	Jun-19	Increased home/school communications about school programs, events and student progress including a monthly parent newsletter
Sep-18	Jun-19	Creation of a short survey for parents after they visit our Main Office, have a phone or in person teacher or administrator conference
Sep-18	Jun-19	Create a parent engagement committee that will plan family events such as the Glow Literacy night and the Letchworth Trip
Sep-18	Jun-19	Parent and student transportation to school activities for wheel chair students and a GEM parent involvement and needs committee

