

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010066
School Name:	Monroe High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Sandra Cavalier-Blackman	Title	Principal
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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.

SCEP Plan Overview

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

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

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

- | | |
|-------------------------------------|---------------------------------------------------------|
| <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 type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" 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 checked="" 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 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"/> | 2 Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | 3 Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | 1 Tenet 5: Student Social and Emotional Developmental Health - |
| <input type="checkbox"/> | 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).

We obtained an 9% growth in the Math Regents exams. We exceeded the 6 % required for the Receivership Targets.

- 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.

Integrated an Attendance Committee: The Average Daily Attendance was 80% (the highest in 5 years). We had a 8% decreased in chronic absenteeism.

Integrated Progressive Discipline steps We had a decreased of 6% in behavioral referrals .

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

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

Standards -Based Grading: Phase I : Developing a school wide grading philosophy in which students will take ownership of learning, teachers will analyze data , discuss data in

Academic Intervention Services: Phase III: Integrating AIS in the master schedule for the Middle School by increasing the school day with an additional hour of instruction.

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

Additional staff; need for bilingual certified teachers in order to meet the bilingual enrollment.

- 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.

As ambassadors of diversity, the Monroe Family is on a mission to learn, work, and contribute to our community. The school staff will promote culturally responsive teaching

to strengthen student's achievement and student and parent relationships.

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

Performance Goals (Attendance, Behavior, and Academic (NWEA, NYS ELA/Math, Graduation etc...)

Increase attendance by 10 % - Decrease behavior referral by 10 % - Increase graduation rate by 10%

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

School will build on a stronger Middle School Academy : Two administrators assigned for middle school. Increase of instructional Time for Middle school students.

Administrator's Organization will include two administrators assigned for Data Analysis: Instruction and Graduation.

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

Continuous enrollment of ELLs and Bilingual SWD throughout the school year is one of the biggest challenges. We are still the primary bilingual high school.

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

It will include: Differentiated levels for Standard Based Grading, Culturally Responsive Teaching , AIS process and resources , ELLs classroom strategies, Social and emotional strategies in the classroom including Restorative Practices

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

School Wide Common Professional Time Meeting once a month, Common Planning Time for teachers, Conferences and Community events in which data analysis will be discussed.

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

School Wide Website, Newsletter, Parent Meetings, and Community Engagement Team meetings

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:	May 21-22, 2018
B2. DTSDE Review Type:	Demonstrable Improvement Indicator 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.	As evidenced by the most recent District Led DTSDE review in addition to observational data gathered by the school leadership team, the school has identified the need for a formalized walk through process and schedule that would provide actual timely feedback to teachers in alignment with school instructional priorities.
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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 have received 3 informal walkthroughs each month and have been provided actionable feedback that can be observed the following month.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher evaluation data, walkthrough tool data, student outcomes.

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	Teacher walkthroughs, formal and unannounced observations
Sep-18	Jun-19	Formal observations
18-Sep	Jun-19	Unannounced observations
Sep-18	Jun-19	Informal walkthrough tool calibration
Sep-18	Jun-19	Informal walkthrough calendar

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:	May 21-22, 2018
B2. DTSDE Review Type:	Demonstrable Improvement Indicator 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.	As evidenced by the most recent District Led DTSDE review in addition to observational data gathered by the school leadership team, the majority of instruction observed by the team was found to be teacher centered and did not provide students with the opportunity engage in activities and discussions which lead to higher order thinking.
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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 receive actionable feedback through the use of informal walkthroughs that will support the development of higher order questioning and tasks. Each piece of feedback from each walkthrough should be followed up on by school leadership and documented. Data gathered from these walkthroughs with regard to high order questioning will be used to inform professional learning within the school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> *Walkthrough data *Leadership team lesson plan review *Analyzing data and discussing action plan with teachers to improve student achievement

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
18-Sep	Jun-19	Unannounced observations
Sep-18	Jun-19	Informal walkthrough tool calibration
Sep-18	Jun-19	Informal walkthrough calendar
Sep-18	Jun-19	Formal observations.
Sep-18	Jun-19	Professional Learning/Development calendar.

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:	May 21-22, 2018
B2. DTSDE Review Type:	Demonstrable Improvement Indicator 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.	As evidenced by the most recent District Led DTSDE review in addition to NYSED led DIIR, the team identified the need for staff to develop a coordinated effort to make informed decisions to improve the effectiveness of their efforts. In addition, the school leader should norm her expectations and clarify the purpose of initiatives, such as parent contact logs, to improve reciprocal communication.
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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, 95% of teachers/support staff will use a wide variety of relevant data sources to create robust lesson plans that account for differentiation and to determine the appropriate intensity and duration of instruction. Teachers/support staff will provide frequent and relevant feedback to students based on the analysis of data. Students will draw on the feedback so that they can reflect, adjust and assess their own progress.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> *Student conference tracking tool. *Teacher created schedules for individual conferences *Individual conference time will be reflected in Lesson Plans

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-18	Aug-18	Develop student tracking conference tool
Oct-18	Jun-19	Develop and review of mid marking period conference reports
18-Oct	Jun-19	Grade level team meeting will address student trends identified during conferences

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:		May 21-22, 2018
B2. DTSDE Review Type:		Demonstrable Improvement Indicator 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.		As evidenced by the most recent DTSDE review, the team identified many SEDH supports, however there was not a system for structured consistent follow up and two way communication with classroom teachers.
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, the school will reduce suspension by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		*Grade level team meeting minutes and agendas *Continual review of suspension data
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	Bi-weekly grade level team meetings
Sep-18	Jun-19	Bi-weekly grade cohort tracking meetings

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:	May 21-22, 2018
B2. DTSDE Review Type:	Demonstrable Improvement Indicator 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.	As evidenced by the most recent District Led DTSDE review in addition to NYSED led DIIR, the team found that although the school shares student specific data and growth measures in a variety of formats, school level data is not communicated in a way that parents can easily understand so that they can effectively support and advocate for their children.
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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, the school will increase overall attendance by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> *Calendar of school events *Number of home visits *On site Parent conferences

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-18	Aug-18	Create calendar of school events
Aug-18	Aug-18	Targeted home visits
Sep-18	Oct-18	Recruitment and development of PTO
Sep-18	Jun-19	Attendance blitz