

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010074
School Name:	School of the Arts

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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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

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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.

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:	October 2017
B2. DTSDE Review Type:	

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>1. As a result of the District's led Focus Team's completion of the DTSDE District DCIP Planning Document, the outcomes of School of the Arts District-Led Reviews in October, 2017, it was determined that there is a need for the Leadership team at School of the Arts to implement a standard walk through/observation tool to be used by all administrators.</p> <p>2. It was also determined that feedback that is given to staff be written and be actionable as well as timely. The timeliness of this feedback should be agreed upon by the Leadership Team and become standard whenever possible.</p> <p>3. The Leadership Team will also discuss, create and implement a method of giving feedback and how the team will individually follow up on suggestions that were given to staff to ensure instructional improvement.</p>
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	<p>to be implemented by September 2018.</p> <p>2. The School of the Arts Leadership Team will work with IT (Kathleen Eisenberg/A. Tirre) to create a standard walk through tool that is electronic to streamline the observation process.</p> <p>3. During July 16-19, the School of the Arts Leadership team will discuss how we currently offer feedback to teachers, the difference between suggested feedback/improvements and actionable feedback and how we as a Leadership team plan on implementing actionable feedback that will be followed up on by the administrators. The actionable feedback will include but not limited to cross</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>The indicators that will be used to ensure that the Leadership Team is meeting their goals will be:</p> <p>1. The new standard observation tool to be universally used by the Leadership Team when conducting observations</p> <p>2. The standard expectation of the new process that will be written in the handbook and the expectation of lesson plans and the implementation of the Lesson Plan binder(s) to include the actionable feedback that was suggested by the supervising administrator to</p>

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.
7/16/2018	7/19/2018	School of the Arts Leadership Team - Design/create (with IT) a standard observation tool
7/16/2018	7/19/2018	School of the Arts Leadership Team - Discuss expectations of actionable feedback, lesson plan collection and binder,
9/5/2018	9/28/2018	School of the Arts Leadership Team - Will tally the number of higher level questions that were asked during each classroom observation during the month of September

10/1/2018	10/1/2018	the Leadership Team will analyze the data regarding the number of higher level questiions asked during observations for the month of September
10/2/2018	3/29/2019	The Leadership Team will work with the instructional team to increase of number of higher level questions that are asked during instruction by 50%
09/05/2018	05/01/2019	The Leadership Team will collect, examine and discuss lesson plans and continue the conversation with teachers to improve upon instructional outcomes
09/05/2018	05/01/2019	The Leadership Team will conduct focused observations throughout the school year and engage in discussion regarding the observations during weekly Leadership meetings

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:		
B2. DTSDE Review Type:		
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.		Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of School of the Arts District-Led Reviews in October, 2017, it was determined that there is a need for curriculum planning driven by data analysis to include the following components: cross curricular, collaboration, higher level questions, complex text, differentiated Instruction, extension activities.
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.		<p>1. By June 2019, a minimum of 50% of teacher lesson plans will include evidence of cross curricular collaboration, higher level questioning, complex text, differentiated instruction and extension activities.</p> <p>2. School leaders will establish a schedule to work with department teams in curriculum planning that will be driven by data analysis of Regents, State and Local exam results.</p> <p>3. By October, 2018, a survey will be disseminated to determine the number of teachers who are engaged in cross curricular instruction in 2017-2018. Based on the results of the survey, the number of teachers participating in cross curricular instruction will increase by a minimum of 10%.</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		<p>1. Focus walk-throughs by supervisors. 2. Professional Development opportunities that will address cross curricular collaboration, higher level questioning, complex text, differentiation, lesson plan writing, and extension activities. 3. Admininstators will review lesson plans periodically.</p>
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
September 2018	June 2019	The School of the Arts Leadership Team - Focus walk-throughs and administration review of lesson plans.
September 2018	May 2019	The SCEP TEAM - Professional Development opportunities.
August 2018	August 2018	School of the Arts Leadership Team and School Base Planning Team - Teachers informed of lesson planning requirements and given a suggested format.

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:		
B2. DTSDE Review Type:		
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 will gather evidence and utilize existing district resources in planning professional development that will increase rigor and relevance while supporting teachers' and students' in: higher level thinking, differentiated materials and classroom grouping based on student need.
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 May 2019, we will have offered monthly professional development opportunities that will include the following topics: higher order thinking, differentiating materials and classroom grouping based on student need. Teachers will be encouraged to participate in professional development through Collegial Circles, Lesson Study Groups and Critical Friends Groups, with a goal of 70% participation.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Attendance at professional development programs.
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.
September 2018	May 2019	SCEP TEAM - Design and execute Professional Development opportunities based on the needs and interests of the school to include but not limited to: Cross Curricular Instruction, Higher Order Questioning, using Complex Text during instruction and Differentiation of Instruction

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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 will research and identify potential social and emotional developmental health (SEDH) resources within the district and the community.
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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.	1. By June 2019, middle school counselors will build upon the SEDH curriculum, including issues involving bullying, that they began during the 2017-2018 school year. The curriculum will be presented in 85% of middle school classrooms. 2. High school counselors are developing a tenth grade orientation to take place in August 2018, to ensure that students are aware of where to go should any academic or social / emotional need arise. Counselors will identify and communicate to families at PTSO meetings and on the website the school-based and community resources that may support them throughout the school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Middle school counselors will conduct a student survey regarding the SEDH curriculum. 2. Tenth grade orientation in August 2018 to introduce high school counselors to their new students. Counselors will take attendance to determine how many tenth graders participated.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	Rochester City School District – School of the Arts
August 2018	August 2018	High School Counselors - Tenth grade orientation
September 2018	June 2019	Middle School Counselors - Middle School SEDH curriculum

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:		
B2. DTSDE Review Type:		
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 will work with the Parent Teacher Student Organization (PTSO) and School Based Planning Team (SBPT) to create a schedule of family workshops regarding the identified needs of successful transitions in school. The transitions include 1.) parents transitioning to a deeper awareness of and involvement at school and 2.) students and families transitioning to a more healthy use of technology, as well as continuing programs including 3.) easing the significant transitions in school (a. orientation for incoming 7th graders, b. 8th grade transition to high school, and c. college and careers readiness activities) already in use at school.
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.		Parent/Family/Staff workshops are dependant upon acquisition of Title I funding. A <u>S</u> pecific list of activities and dates are below. PTSO is working toward a <u>M</u> easurable increase parental/familial involvement by 25 families over the course of th 2018-19 academic year. This goal is <u>A</u> chievable, pending Title I funding. The goal of successful school transitions is very <u>R</u> elevant to the engagement of parents and families to the student body and the school. The <u>T</u> ime schedule is listed below.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Completion of Parent/Family/Staff workshops and increased family involvement at PTSO events will be the leading indicators of progress. Surveys will also be used for the Parent Networking and Screen Health Workshops.
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.
9/12/2018	9/12/2018	PTSO and SBPT - Pre-Curriculum Night Parent Networking Event - Goal: encourage participation of parents in curriculum night and provide parents opportunity to communicate/network with each other (at least 25 new families over the 2018-19 academic year who did not participate in previous year)and will be measured by attendance data. Networking will be held 1.5 hours prior to each event and will include food and (if requested) transportation costs to remove as many barriers as possible and encourage a casual, social atmosphere.
10/11/18	10/11/18	PTSO and SBPT - Parent Teacher Conference Networking Event: Goal: encourage participation of parents in parent-teacher conferences and provide parents opportunity to communicate/network with each other (at least 25 new families over the 2018-19 academic year who did not participate in previous year) and will be measured by attendance data. Networking will be held 1.5 hours prior to each event and will include food and (if requested) transportation costs to remove as many barriers as possible and encourage a casual, social atmosphere.

12/7/2018	12/7/2018	PTSO - SBPT - Pre-Parent Teacher Conference Networking Event: Goal: encourage participation of parents in parent-teacher conferences and provide parents opportunity to communicate/network with each other (at least 25 new families over the 2018-19 academic year who did not participate in previous year) and will be measured by attendance data. Networking will be held 1.5 hours prior to each event and will include food and (if requested) transportation costs to remove as many barriers as possible and encourage a casual, social atmosphere.
During the 2nd 10 Weeks 2018	During the 2nd 10 Weeks 2018	PTSO and SBPT - Screen Health Parent/Student Workshop - this two hour workshop (70 minutes movie plus 45 minutes discussion) will include a viewing of "Screenagers" movie, followed by a discussion with a guest expert. The goal is to improve awareness of the impact of technology on academics as well as how social media and video gaming and mental health. Participants will be encouraged to transition to a more healthy use of screens and technology. Effectiveness will be measured by a feedback survey.