LEA Name:	
LEA BEDS Code:	800000035749
School Name:	North Rose-Wolcott Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Melanie Stevenson	**Title**	Assistant Superintendent for Curriculum,
Phone	315-594-3141	**Email**	
Website for Published Plan	www.nrwcs.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		Stephan Vigliotti	
President, B.O.E. / Chancellor or Chancellor's Designee		Linda Eygnor	

Statement of Assurances

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

x	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.
x	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.
x	3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
x	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) .
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
x	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)
April 11, 2018	North Rose-Wolcott Middle School	July 23, 2018	North Rose-Wolcott High School
April 27, 2018	North Rose-Wolcott Middle School	July 24, 2018	North Rose-Wolcott High School
May 1, 2018	North Rose-Wolcott Middle School	July 25, 2018	North Rose-Wolcott High School
June 1, 2018	North Rose-Wolcott Middle School		
June 5, 2018	North Rose-Wolcott Middle School		

Name	Title / Organization	Signature
Mark Mathews	Principal/North Rose-Wolcott Middle School	
Benjamin Stopka	Teacher/North Rose-Wolcott Middle School	
Kurt Laird	Teacher/North Rose-Wolcott Middle School	
Melissa Minichiello	Teacher/North Rose-Wolcott Middle School	
Laurie Elliott	Teacher/North Rose-Wolcott Middle School	
Kristin DeFeo	Assistant Principal/North Rose-Wolcott Middle School	

SCEP Plan Overview

REVIEWER FEEDBACK

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").

- [ ] Limited Degree (Fewer than 20% of goals were achieved.)
- [ ] Partial Degree (Fewer than 50% of goals were achieved.)
- [x] Moderate Degree (At least 50% of goals were achieved.)
- [ ] 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").

- [ ] Limited Degree (Fewer than 20% of activities were carried out.)
- [ ] Partial Degree (Fewer than 50% of activities were carried out.)
- [x] Moderate Degree (At least 50% of activities were carried out.)
- [ ] 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").

- [ ] Limited Degree (No identified subgroups improved achievement.)
- [ ] Partial Degree (Some of the identified subgroups improved achievement.)
- [x] Moderate Degree (A majority of identified subgroups improved achievement.)
- [ ] 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").

- [ ] Limited Degree (There was no increase in the level of Parent Engagement.)
- [ ] Partial Degree (There was a minor increase in the level of Parent Engagement.)
- [x] Moderate Degree (There was modest increase in the level of Parent Engagement.)
- [ ] 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").

- [ ] Limited Degree (Fewer than 20% of planned activities were funded.)
- [ ] Partial Degree (Fewer than 50% of planned activities were funded.)
- [ ] Moderate Degree (At least 50% of planned activities were funded.)
- [x] 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").

- [ ] Tenet 1: District Leadership and Capacity
- [ ] Tenet 2: School Leader Practices and Decisions
- [ ] Tenet 3: Curriculum Development and Support
- [ ] Tenet 4: Teacher Practices and Decisions
- [x] 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

We had the most positive outcomes in the Tenet 5 activities, where we added several research-based programs for social and emotional support. According to the Tiered Fidelity Inventory, we made several improvements in the MTSS structures, including the identification of students for Tier 2 social and emotional support, but also schedule for delivering those supports within

• 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

The addition of Personalized Learning into our school district's initiatives led us in some different directions with our plan. Through leverage leadership and lesson plan review, as specific action steps from our last SCEP, we had to change course somewhat to accommodate the Personalized learning initiative. There were certainly connections between what we had planned to

In developing the CURRENT YEAR'S plan:

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

Improvement of a centralized data collection, analysis, and reporting procedure to the school community, BOE, and students. Use Understanding by Design structures to review and modify curriculum based on interim assessment data, to modify interim assessments to reflect the needs of students and curriculum needs, create opportunities for teachers to collect and share data

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

We need: more data-driven decision-making by teachers, by teams, by leadership in making decisions to support teaching and learning; we need improved teaching at Tier 1, and Tier 2 instruction that fills in the gaps at Tier 1; we need to streamline our structures for promoting two-way communication with parents and community members

• 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.

Student needs can be met by high quality, Tier 1 core instruction, with the support of targeted interventions at tiers 2 and 3. Consistent data review and analysis provides the framework for determining the specifics of Tier 2 and 3 interventions

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

100 % of our students will demonstrate proficiency or mastery on the New York State ELA, Math and grade 8 Science

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

Our scheduled faculty meetings and Tier 1 meetings will be focused on a review of student achievement, attendance, and social-emotional data. All faculty meetings will engage staff in this process and create opportunities for student goal setting

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

The school is split due to a capital project. This may lead to some gaps in practice and/or expectations, as well as some possible logistical challenges. However the review and analysis of data should be significantly impacted by the split school, given the scope of the project

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

We will review the School-Based Inquiry Process, and provide ongoing training for the Understanding by Design structures that will improve our interim assessments and provide the information to modify curriculum. All staff, regardless of whether they are delivering instruction in the classroom, will be expected to participate in at least 6 grade level meetings in the classroom in September of 2018

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

Principal will continue to use Leverage Leadership, and has organized Tier 1 meetings to review student achievement data and provide responsive interventions so students continue success at the Tier 1 level. Tier 2 meetings, Tier 3 meetings, and one on one conversations also. Attaching the school's cross leadership

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

The plan will be sent home to parents, and shared on our district web page. It will also be available to parents in our main offices as a hard copy.

Tenet 2: School Leader Practices and Decisions

		REVIEWER FEEDBACK
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.**	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:	March 19th and 20th	
B2. DTSDE Review Type:	District-led Support Visit	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to feedback from the DTSDE review and the self-reflection of the SLT as we near the end of the school year, we need to develop a more centralized data-based decision making process as a leadership team. We are currently limited by a decentralization of data, which leads to a situation in which decisions are made without all data available and, subsequently, decisions and information are not disseminated to all stakeholders in a unified manner.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
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 1st, 2018, the School Leadership Team will develop a plan to collect and review relevant school data, and report to faculty on a monthly basis. SLT will provide suggestions for instructional decisions based on the analysis.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Reports, completed plan for data review and analysis, lesson plans indicating adjustments based on data analysis, SLT meeting notes	

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**	**REVIEWER FEEDBACK ON ACTIVITIES**
Summer 2018	Summer 2018	Develop plan collecting relevant data	
Summer 2018	Summer 2018	Develop reporting form for Tier1 meetings	
Summer 2018	October 2018	Creating a shared file for reporting on Google Drive	
Summer 2018	October 2018	Development of comprehensive assessment calendar	
September 2018	June 2019	Monthly Review of Data Reports and Develop a summary for faculty meetings	

Tenet 3: Curriculum Development and Support

		REVIEWER FEEDBACK
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.**	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:	March 19th and 20th	
B2. DTSDE Review Type:	District-led Support Visit	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the DTSDE review, we need to create curriculum, identifying opportunities to collect data for the purpose of increasing higher order thinking and student cognitive engagement prior to content delivery. Curricula must also include specific places where data collected is to be used to modify or adjust as a result of student mastery of identified concepts.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
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 30, 2019, teachers will be implementing templates that specifically identify opportunities for data collection, as measured through the unit plan review process, noting both where the data will be collected and when the corresponding instructional modifications will take place as a result of the data collection process.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administrative review of submitted unit 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**	**REVIEWER FEEDBACK ON ACTIVITIES**
Summer 2018	Ongoing	UbD Training offered through summer curriculum work	
September 2018	Ongoing	Follow up UbD training for those unable to attend summer workshops	
September 2018	Ongoing	LL visits and follow up disucssions will be focused specifically on the use of data to inform instruction	
Summer 2018	Sept 1, 2018	Create a Schedule and agenda of Data Shareout Plan	

Tenet 4: Teacher Practices and Decisions

		REVIEWER FEEDBACK
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**	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:	March 19th and 20th	
B2. DTSDE Review Type:	District-led Support Visit	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on feedback from the DTSDE review and a review of our current practices, we need to use data to inform instruction, change groupings and create responsive instructional programs.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
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 30, 2019, all faculty will have an established protocol for the collection and sharing of data, including instructional decisions made using the tactics bank as a result of the data collection and sharing process.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	A set agenda for Tier 1 MTSS meetings, used consistently, with a scheduled rotation of data review and discussion.	

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.**	**REVIEWER FEEDBACK ON ACTIVITIES**
September 2018	Ongoing	Central location for holding meeting agendas and minutes	
September 2018	November 2018	Professional Development on Data and Data collection strategies (Tactics Bank)	
September 2018	November 2018	Set Agendas, develop templates for Data review and discussion	
October 2018	June 2019	Meetings held to discuss and review data collected with all stakeholders facilitating on a rotating basis	
March 2019	March 2019	Stakeholders will participate in curriculum review process based on data collection	
September 2018	June 2018	Published Assessment calandar with scheduled dates for SBIP data review	

Tenet 5: Student Social and Emotional Developmental Health

		REVIEWER FEEDBACK
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.**	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:	March 19th and 20th	
B2. DTSDE Review Type:	District-led Support Visit	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the most recent DTSDE review and student survey data, we need to expand stakeholder ownership of our social emotional support structures by developing a more consistent plan to use, review and share social emotional data to inform instruction on a more regualrly scheduled basis to create more responsive instructional programs.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
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 stakeholders will participate in a cyclical, established process to analyze student social and emotional data for the purpose of adjusting student interventions at Tier 1, Tier 2, and Tier 3 and measuring the impact of these supports on student achievement.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Behavioral Benchmark Assessment, CICO data, Why Try, ODR, attendance, Second Step, Life Skills, academic data, TFI (Tiered Fidelity Inventory)	

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.**	**REVIEWER FEEDBACK ON ACTIVITIES**
September 2018	Ongoing	Central location for holding meeting agendas and minutes	
September 2018	November 2018	Professional Development on Social Emotional strategies (Tactics Bank)	
September 2018	November 2018	Set Agendas, develop templates for Data review and discussion at Tier 1 meetings and Faculty meetings	
October 2018	June 2019	Meetings held to discuss and review data collected with all stakeholders facilitating on a rotating basis	
March 2019	March 2019	Stakeholders will participate in Tiered Fidelity inventory to review process	

Tenet 6: Family and Community Engagement

		REVIEWER FEEDBACK
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.**	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:	March 19th and 20th	
B2. DTSDE Review Type:	District-led Support Visit	
		REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on feedback from parents during the most recent DTSDE review, we need to create more opportunities for all stakeholders to communicate and be supported within the school community.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
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 1, 2019, 60% of families who respond to an annual survey will express that they experienced beneficial 2 way communication where they felt supported by the school and connected to their child's learning during the course of the 2018-2019 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent contact logs, Survey results	

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.**	**REVIEWER FEEDBACK ON ACTIVITIES**
Sept. 2018	Sept 2018	Back to school event to invite community in and share pertinent information	
Sept 2018	Sept 2018	Advisory Teachers (Classroom Teachers 5/6) make contact with all students in their Advisory groups with the goal of generating 2 way communication	
Sept 2018	Ongoing	Consistent pattern of reminders to encourage families to contact teachers with questions or concerns	
Sept 2018	Ongoing	Exploration and Development of more creative options for Parent/Teacher conferences	
Sept 2018	Ongoing	Research student led conferences, portfolios (logistics, interest)	
April 2019	May 2019	Create a brief survey for families on effectiveness of 2 way communication	