

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	George Mather

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

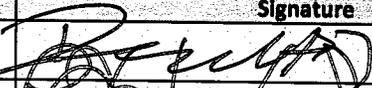
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Website for Published Plan	RCSD		

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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	7-30-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	7-26-18



WORKING DOCUMENT
18-19

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. Note: For schools identified as Pers

- 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.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

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

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 14, 2018	School 4		
May 23, 2018	School 4		
June 11, 2018	School 4		
June 26, 2018	School 4		

Name	Title / Organization	Signature
Karon A. Jackson	Principal	<i>Karon A. Jackson</i>
Delores Davis	Vice Principal	<i>Delores Davis</i>
Andrea Garfield	RTI Teacher	<i>Andrea Garfield</i>
Matthew Loomis	Reading Teacher	<i>Matthew Loomis</i>
Penni Goff	7th/8th ELA	<i>Penni Goff</i>
Kimberly Winfrey	4th Grade Teacher	<i>Kimberly Winfrey</i>
Jeffrey Bocach	Advantage Credit Union Community Partner	<i>Jeffrey A. Bocach</i>
Markel Thompson	Parent	<i>Markel Thompson</i>
<i>Jean Marie Montalhamo</i>	<i>Rente Rep</i>	<i>Jean Marie Montalhamo</i>

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").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- 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.)
- 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.)
- 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.)
- 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.)
- 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
- 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).

Increase in Parent participation (PTO, School-wide events and Parent conferences)

- 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.

Change in how SOAR Team was implement. Change provided teacher with less time away from students

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

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

Online walk-through tool, Majority of Summer Institute presenters are teachers in the building(building teacher leader capacity)

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

Differentiation, Unit/lesson planning/Backward Design, Restorative Justice Practice, and Student Engagement

- 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.

Our mission is Dream, Believe, Execute, for Results. Once Professional Development has been facilitated for staff in the areas of: Differentiation, Backward Design, Restorative Justice Practice, and Student Engagement we will acquire the results.

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

All Students will progress towards meeting Progress Monitoring targets based on their tier,

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

RTI is built into the school day , A.M./P.M tutoring, coaches push into the classrooms to support small group tiered instruction, After School tutoring program is aligned with the vision and mission statement

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

Inadequate ongoing training for teachers will impede on success, student social/emotional needs, Counselors being properly trained for after school tutoring, continuity with staff

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

According to our DTSDE Review the following Professional Development opportunities resulted: Differentiation, Unit/lesson Planning, Student Engagement, etc.

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

Staff meetings, emails, hard copies posted in office and staff lounge, Pre-Post Conferences with teachers and TA's, School 4 Manual sent electronically and hard copies placed in staff lounge and Conference room

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

Open House, Town Meetings, Face to Face conferences with parents, Invitation to SOAR/Academic meetings, Parent letters, ROBO calls, emails, School Based Planning Team Meetings, School 4 website, hard copies of pertinent information in the hall and main office, information concerning children, school events, etc. will be shared during conferences with parents

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Pre-School/Daycare(s) visit our school's kindergarten classroom before they enter kindergarten

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:	March 15-17, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School Leaders need to be visible in classrooms due to the following: The DTSDE report cited that in the large majority of classrooms traditional whole group instruction was the predominate mode of teaching taking place along with much time devoted to independent work by students on lower level work packets. Teachers interviewed reported limited feedback on planning documents and on their teaching practice, specifically the Danielson elements of teaching and learning which forms the basis of teacher improvement. To address this gap of common core aligned instruction, school leaders need to be present in classrooms assessing the quality of instruction and providing feedback and coaching which leads to improvement in
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Administrators will use Walk-Through Tool 2-3 times per day and provide feedback that produces instruction that promotes student critically thinking skills and increase student achievement by 10% in reading comprehension on all formative assessments based on mid year and end of year assessments beginning September 11, 2018-June 26, 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Collection tool will be used to provide feedback to teachers from walk-through and a meeting will be scheduled with teachers who continue to have difficulty adhering to the alignment of school/district professional expectations.

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/11/18	6/26/19	School Leaders will create a walk-through calendar that support teachers by providing a minimum of 4 walk-throughs per year per teacher
9/11/18	6/26/19	School Administrators will introduce the Walk-through Tool to new staff members
9/11/18	6/26/19	School Administrators will continue to utilize the Walk-through Tool to monitor teacher progress and will schedule 2-3 walkthroughs per day

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:	January 10 - 12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016 DTSDE Tenet 3 findings, only 2/3 of teachers had lesson plans readily available and of that amount, approximately 1/3 of those plans included essential instructional elements such as: Learning Targets, Common Core Lesson protocols, higher order questions, and differentiated instructional elements. Teachers at School 4 need lesson plans that include the essential instructional elements agreed upon by our School Based Planning Team. Learning Targets, Higher order questions, Standards, Assessment (Informal/Formal) Questioning, Differentiation (process/product, groups, learning styles, levels, quantity, modifications, technology, interdisciplinary connections) Reflection-Notes, and Adjustments.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2, 2018, 80% of the instructional staff will utilize the lesson plan components agreed upon by our School Based Planning Team when creating lessons. Instructional staff will have the plans ready for random review to ensure consistency, cohesiveness and increased use of the essential instructional elements as measured by data collected during bi-weekly walk-throughs, formal and informal observations that focus on the instructional delivery based on high quality lesson planning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk- Throughs bi-weekly with feedback Walk-Through calendar distributed and posted in the weekly bulletin Plan books may be checked during 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/11/18	6/26/19	Staff will participate in Professional Development in collaboration with School #9 to focus on Curriculum Long Range Planning, Unit Planning-cross-curricular alignment, Reader's/Writer's Worksop, Rituals and Routines for the entire school year. Curriculum will be adjusted and modified for sub groups.
9/11/18	6/26/19	School leaders will monitor lessons plans through Walk-Through visits, observations, and final evaluations
9/11/18	6/26/19	School leaders will continue to identify what component of the Danielson Rubric that will be focused on during walk-throughs via weekly bulletin that is emailed to all staff.
9/11/18	6/26/19	Teachers in grades 2,3,4,6, 7-8 will become part of The Victorious Minds Academy (VMA) to implement high quality, culturally responsive, rigorous 21st Century curriculum and instruction with the intention of providing training to expand to our primary classrooms next year. Teachers will attend a Professional Development Opportunity for Victorious Minds Academy featuring guest speaker, Dr. Joy DeGruy. These teachers will engage in Professional texts and readings, focus on standards and vision and mission statements, practices to build relationships, principles, and will be involved in ongoing professional learning and Participate in the Summer Institute for Education at the Schomburg Center for African American History and Participate in the National Association of Black Storytellers Annual Conference. Summer PD dates for the VMA are August 6th-17th.

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 high levels of engagement, critical thinking and
B1. Most Recent DTSDE Review Date:	January 10-12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016 DTSDE Tenet 4 findings, groupings existed in approximately one third of rooms observed; whole group instruction was the preferred mode, some tasks given were less rigorous and comprehension questions were closed ended and lower level. Teachers need to produce and execute lesson plans that promote differentiated instruction around setting individual and group goals for students with targeted deficits in formal and informal assessments.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2, 2018 80% of instructional staff will utilize data collected through informal and formal assessments to differentiate to meet the needs of all students and to create intentional academic groupings of students as evidenced in lesson plans. This will be determined by data collected during bi-weekly walk-throughs, formal and informal observations that focus on Domain 3 of the Danielson Rubric.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-Through Calendar created by School Leaders walk-throughs, notes/feedback from weekly walk-throughs, one on one meetings with teachers and plan books will be checked during walk-throughs.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	Walk-Through Calendar created by School Leaders
9/11/2018	6/26/2019	Differentiated PD on using the Danielson Rubric to drive instruction, create effective lesson plans, teacher-student technology PD and student groupings monitored through Administrator walk-throughs.
9/6/2017	6/21/2018	School leaders will promote participation in Professional Development on writing with Lucy Calkin's Unit of Study
9/6/2017	6/21/2018	Instructional staff will use benchmark results and classroom formal/informal assessments to drive instruction as evidenced in lesson plans, during intervention groups , and student progress will be monitored during Administrator walk-throughs.
10/1/2017	6/21/2018	Eligible students will be placed in Intervention groups based on benchmark assessment data and individual student needs. Students will work with reading teachers, RTI and classroom teachers for instructional support services for Walk to Intervention.

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:	January 10-12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the DTSDE Tenet 5 Review, we need to re-establish School-wide behavioral expectations to promote an environment that is conducive to learning. A common data system measuring tool is used to track referral data. As of May 2018, baseline data is 523 total disciplinary referrals. The breakdown by grade level is as follows: 170 referrals or 14.5% for grades K-3, 105 referrals or 16.2% for grades 4-6 and 370 referrals or 28.0% for grades 7-8.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By Sept 6, 2018 we will implement a school-wide Positive Behavior Intervention Support (PBIS) system that includes a behavior matrix, monthly incentive program and a station rotation which will be completed three times a year. Each month the number of disciplinary referrals will be decreased by 10%. This will be evidenced by the common data system measuring tool used by administration to track referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/10/2018	6/26/2019	Classroom teachers will review school wide rituals and routines "Boot Camp" (PBIS TEAM) with students and explicitly teach behavioral expectations.
9/10/2018	6/26/2019	Will utilize Google discipline referral forms with completed copy sent back to teacher.
10/1/2017	6/29/2019	Teachers will identify students as Tier II and III at our tri-annual Data-Driven Meetings based on social emotional and behavioral needs.
9/10/2018	6/29/2019	Students with Tier III social emotional/behavioral needs will be referred to the SOAR Team to develop a behavior support plan and/or be referred to an in-school counselor /social worker or a counselor from Genesee Mental Health.
9/10/2018	6/29/2019	The School Leaders and School Based Planning Team utilize a common data system that will track the social/emotional developmental health needs of all students serviced.
9/1/2018	6/1/2019	Behaviorial Teaching Assistant will work with the parent Liaison and Crisis to support parents and students with social emotional needs

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:	January 10-12, 2017
B2. DTSDE Review Type:	0

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Despite multiple efforts by the school in the past year to educate parents, the DTSDE team noted a lack of specific understanding of the learning goals of their students on the part of most parents interviewed ; therefore, the school needs to undertake varying modes of conveying grade level expectations and individual student learning goals to parents and community partners.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Parents will attend Open House in October, 2018 and complete a survey stating that they agree to the statement that they understand the specific learning goals for their children in all major subjects will be achieved as measured. The survey will be administered in Sept, 2018 and June, 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Five question survey given in September 2018 during Open House and in June 2019 at the end of the year Carnival.

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/10/2018	6/26/2019	Parent Handbook will be given out in October, 2018 at Open House explaining grade level expectations and other important school activities and protocols. The Parent handbook will be accessible via School Website and will be visible in the school's main office and Parent Liaison.
10/25/2018	6/26/2019	Parents will receive a goal setting sheet from their child's classroom based on NWEA and AIMSWeb data.