LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	George Mather Forbes School No. 4

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Karon A. Jackson	Title	Principal
Phone	(585)235-7848	Email	karon.jackson@rcsdk12.org
Website for Published Plan			

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

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identifed in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.
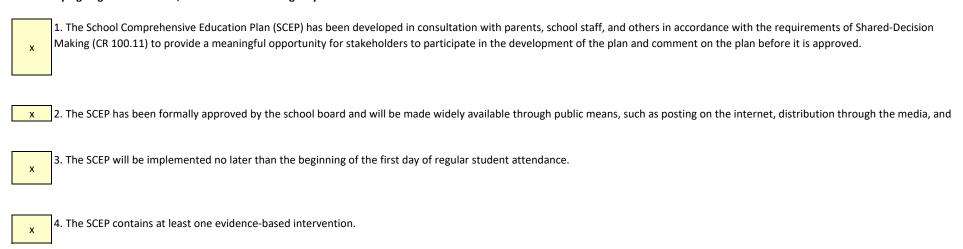
If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Karon A. Jackson	Principal		
Delores Davis	Assistant Principal		
Sharon Leigh	Assistant Principal		
Andrea Garfield	Response to Intervention Teacher		

1

Name	Role		
Matthew Loomis	Response to Intervention Teacher		
Erica Rodriquez	3rd Grade Teacher		
Kimberly Winfrey	4th Grade Teacher		
Penni Goff	ELA Teacher		
Jeffery Bocach	Community Partner		
Ms. Markell Thompson	Parent		
JeanMarie Montalbano	Secretary		
Marteal Dellert	2nd Grade Teacher		
Tacara Windom	Parent		

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 plan before it is approved. |

| x | 2. The 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 |

| x | 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance. |

| x | 4. The SCEP contains at least one evidence-based intervention. |

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

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose one of three options for identifying their evidence-based intervention:

1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X	**State-Supported**
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.

Strategy the school will implement:	Principal Leadership Development

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Karon A. Jackson	Principal
Delores Davis	Assistant Principal
Sharon Leigh	Assistant Principal
Andrea Garfield	Response To Intervention
Matthew Loomis	Response to Intervention
Erica Rodriquez	3rd Grade Teacher
Marteal Dellert	2nd Grade Teacher
Kim Winfrey	4th Grade Teacher
Penni Goff	ELA Teacher
Mrs. Markell Thompson	Parent
Jeffery Bocach	Community Partner
Jean Marie Montalbano	Secretary
Tacara Windom	Parent

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of	5/13/19	RU, DD, SL, KJ, AG, ML	DISCUSSION ON THE FOLLOWING TOPICS. ESSA, Accountibility
Determining priorities and goals based on the needs identified	5/9/2019	KJ, SL, DD, KW,AG,ML,ER,MT,PG,TW,JB,	Dates to work on the plan. Discussed the needs and Goals
Identifying an evidence-based intervention	5/14/ 2019 5/15/2019 5/16/2019	KJ, SL, DD, KW,AG,ML,ER,MT,PG,TW,JB,	Reviewed the website discussed evdence based strategiesbefore decided which one would be best.
Scheduling activities to occur	5/14/2019 5/15/2019 5/16/2019	KJ, SL, DD,	Brainstormed different activities and decided which activities

Identifying a plan to communicate the priorities to different stakeholders	5/14/2019 5/15/2019 5/16/2019	KJ, SL, DD, KW,AG,ML,ER,MT,PG,TW,JB,	Communicate with parents during arrival and dismissal. Parent Conference

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	SWD- 164.2 ELL-133.6
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-99.5 SWD- 169.2 ELL-138.6
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	1. According to NWEA and SPA, there is a lack of focus on level 1 students, and more focus on the higher levels 2-4 students. As a result, there has been an increase in the number of level 1s. 2. As a result of administrator's walk-throughs and observations grades 3-6 showed inconsistent implementation of Guided Reading Instruction 3. Our most recent DTSDE stated that the school had no writing program.

D1. Action Plan - August 2019 through January 2020		
D2. Start Date:	**D3. End Date: Identify**	**D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in**
08/2019	6/2020	School-Wide Professional Development Opportunties supporting areas of needs.
9/2019	6/2020	Students will participate in Walk-to-Intervention and Reading/Intervention Teachers will support CORE Instruction/Guided
9/2019	6/2020	Adminstrator's Walk-Throughs will focus on Guided Reading and Core Instruction and provide constructive feedback.
9/2019	6/2020	Full implementation of Being A Writer (BAW) Grades K-6
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		1. All Teachers(K-8) will set Mid-Year Goals for individual students based on the 50th Percentile Growth Data for NWEA 2. Baseline writing piece in October. Students will show growth on their Mid-year(January) and late May writing pieces.

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the
9/2019	6/2020	Differentiated Professional Development Opportunties based on NWEA Data, Walk-through feedback, and Instructional
9/2019	6/2020	Based on NWEA Data, Intervention groups will change based on teachers and Instructional Leadership Team's (ILT) recommendations.Students will participate in Walk-to-Intervention and Reading/Intervention Teachers will support CORE Instruction/Guided Reading.
9/2019	6/2020	Adminstrator's Walk-Throughs will focus on Guided Reading and Core Instruction and provide constructive feedback.
9/2019	6/2020	Full implementation of Being A Writer (BAW) Grades K-6

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-86 SWD- 164.8 ELL-141.7
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**	All Students-91. SWD- 169.8 ELL- 146.7
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	1. According to NWEA and SPA data, there is a lack of focus on level 1 students, and more focus on the higher levels 2-4 students. There has been an increase in the number of level 1s. 2. Students do not have a concrete understanding of number sense or basic facts. 3. Grade K-8 students do not have a strong understanding of math vocabulary/language. 4. As a school we are missing a standard based math curriculum being used across all grade levels.

D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between
8/1/2019	6/2020	Staff will participate in school wide professional development focusing on areas of need in math.
9/1/2019	6/2020	Teachers will create and use a universal math language to bridge grade level math.
9/1/2019	6/2020	Teachers will implement interactive memorization techniques to learn basic facts.
9/1/2019	6/2020	Teachers will use a variety of learning experiences to create concrete understanding of numbers and new math concepts.
9/1/2019	6/2020	Teachers will use AIMS web math to progress monitor and benchmark to drive future instruction.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	1. All Teachers(K-8) will set Mid-Year Goals for individual students based on the 50% Percentile Growth Data for NWEA. 2. All teachers K-8 will set mid-year goals for individual students based on the AIMS web progress monitoring and benchmark for computation and fluency. Administrative walkthrough data to enforce the use of hands on learning throughout the year.

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
8/1	6/2020	Staff will participate in school wide professional development focusing on areas of need in math.
9/1	6/2020	Teachers will create and use a universal math language to bridge grade level math.
9/19	6/2020	Teachers will implement interactive memorization techniques to learn basic facts.

9/19	6/2020	Teachers will use hands on learning experinces to create a concrete understanding of numbers and new math concepts.
9/19	6/2020	Teachers will use AIMS web math to progress monitor and benchmark to drive future instruction.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	"I feel safe at this school!"
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.	Student Survey
B1. SCEP Goal for Survey Question	95% will feel safe at this school.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Students are not reaching out when they are feeling unsafe at school because of the reprecussions from peers.

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
9/2019	6/2020	Utilize PBIS Strategies in grades K-8 on a consistent basis.
9/2019	6/2020	DASA Assemblies 3x's and individual classes as needed/Posters posted throughout the building emphasizing a Zero Bullying Tolerance
9/2019	6/2020	Peer Mediation Team through Center for Youth

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Student Disciplinary Referrals related to Bullying in grades K-8 will decrease by 10% from fall 2019 to January 2020 and from January to June a decrease by another 10% by June 2020.

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	**F3. End Date: Identify**	**F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the**
9/2019	6/2020	Utilize PBIS Strategies in grades K-8 on a consistent basis.
9/2019	6/2020	DASA Assemblies 3x's and individual classes as needed/Posters posted throughout the building emphasizing a Zero Bullying Tolerance
9/2019	6/2020	Peer Mediation Team through Center for Youth

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-.86 SWD-.47 ELL-.86
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students-1.00 SWD-.50 ELL-1.00
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	ELA: 1. According to NWEA and SPA, there is a lack of focus on level 1 students, and more focus on the higher levels 2-4 students. As a result, there has been an increase in the number of level 1s. 2. As a result of administrators' walk-through and observations grades 3-6 showed inconsistent implementation of Guided Reading Instruction 3. Our most recent DTSDE stated that the school had no writing program. Math: 1. According to NWEA and SPA data, there is a lack of focus on level 1 students, and more focus on the higher levels 2-4 students. There has been an increase in the number of level 1s. 2. Students do not have a concrete understanding of number sense or basic facts. 3. Grade k-8 Students do not have a strong understanding of math vocabulary/ language. 4. As a school we are missing a standard based math curriculum being used across all grade levels.

D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between
08/2019	6/2020	School-Wide Professional Development Opportunities supporting areas of needs.
9/2019	6/2020	Students will participate in Walk-to-Intervention and Reading/Intervention Teachers will support CORE Instruction/Guided Reading
9/2019	6/2020	Adminstrator's Walk-Throughs will focus on Guided Reading and Core Instruction and provide constructive feedback.
9/2019	6/2020	Full implementation of Being A Writer (BAW) Grades K-6
8/2019	6/2020	Staff will participate in school wide professional development focusing on areas of need in math.
9/2019	6/2020	teachers will create and use a universal math language to bridge grade level math.
9/2019	6/2020	Teachers will implement interactive memorization techniques to learn basic facts.
9/2019	6/2020	Teachers will use a variety of learning experiences to create concrete understanding of numbers and new math concepts.
9/2019	6/2020	Teachers will use AIMS web math to progress monitor and benchmark to drive future instruction.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Ela: 1. All Teachers(K-8) will set Mid-Year Goals for individual students based on the 50th Percentile Growth Data for NWEA 2. Baseline writing piece in October. Students will show growth on their Mid-year(January) and late May writing pieces. Math: 1. All Teachers(K-8) will set Mid-Year Goals for individual students based on the 50th Percentile Growth Data for NWEA. 2. All teachers k-8 will set mid-year goals for individual students based on the AIMS web progress monitoring and benchmark for computation and fluency. Administrative walkthrough data to enforce the use of hands on learning throughout the year.

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	**F3. End Date: Identify**	**F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the**
9/2019	6/2020	Differentiated Professional Development Opportunties based on NWEA Data, Walk-through feedback, and Instructional Leadership's Team
9/2019	6/2020	Based on NWEA Data, Intervention groups will change based on teachers and Instructional Leadership Team's (ILT)
9/2019	6/2020	Adminstrator's Walk-Throughs will focus on Guided Reading and Core Instruction and provide constructive feedback.
9/2019	6/2020	Full implementation of Being A Writer (BAW) Grades K-6
9/2019	6/2020	Staff will participate in school wide professional development focusing on areas of need in math.
9/2019	6/2020	teachers will create and use a universal math language to bridge grade level math.
9/2019	6/2020	Teachers will implement interactive memorization techniques to learn basic facts.
9/2019	6/2020	Teachers will use hands on learning experinces to create a concrete understanding of numbers and new math concepts.
9/2019	6/2020	Teachers will use AIMS web math to progress monitor and benchmark to drive future instruction.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		All Students-43.1% SWD-51.9% ELL-NA
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		All Students-31.3% SWD- 36.4% ELL-NA
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.		1. Increase Daily Average Attendance in Grades K-8 by 10%. New parents or parents who have changed addresses need to contact transportation at least 10 days before transportation is needed. McKinney Vento needs. Student immunization needs impacting attendance.

D1. Action Plan - August 2019 through January 2020

D2. Start Date:	D3. End Date: Identify	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between
9/2019	6/2020	Work closely with transportation to verify transportation stops on a daily
8/2019	6/2020	Robo calls to parents to make sure they verify transportation and immunization updates for students
9/2019	6/2020	Weekly/Monthly Attendance Incentives to improve attendance and to recognize good attendance

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		We will monitor weekly attendance and will compare chronic attendance from 1st quarter to 2nd quarter, second quarter to third quarter, and third quarter for 4th quarter.

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
9/2019	6/2020	Work closely with transportation to verify transportation stops on a daily
8/2019	6/2020	Robo calls to parents to make sure they verify transportation and immunization updates for students
9/2019	6/2020	Weekly/Monthly Attendance Incentives to improve attendance and to recognize good attendance