

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 plan before it is approved.

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

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

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

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

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Henry Lomb School 20

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	D 'Onnarae Johnson	Title	Principal
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Website for Published Plan	https://www.rcsdk12.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.

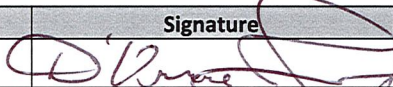





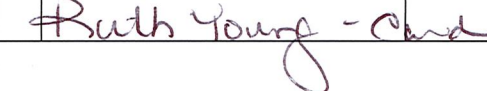
Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified 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
D 'Onnarae Johnson	Principal		17-May-19
Cheryl Donatella	Assistant Principal		17-May-19
Noreen Tobon	Teacher		17-May-19
Kathleen Lechner	Teacher		17-May-19
Maria Behrend	Teacher		17-May-19
Gillian Roman	Math Support Teacher		17-May-19
Ruth Young-Card	Special Education Teacher		17-May-19

Illiana Justiniano	Parent	<i>Shirley S. Justiniano</i>	17-May-19
Ramona Colon	Parent	<i>Ramona Colon</i>	17-May-19
Valerie Medley	Parent Liaison	<i>Valerie Medley</i>	17-May-19
Fallynn Rotan	Parent	<i>Fallynn Rotan</i>	17-May-19
Marilyn Haile	Special Education Administrator	<i>Marilyn Haile</i>	17-May-19

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.

<input checked="" type="checkbox"/>	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:
	Professional Learning Communities

	Clearinghouse-Identified
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.
	Strategy the school will implement:
	Clearinghouse

Rating from Clearinghouse	
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School-Identified	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be	

Additional Evidence-Based Interventions (Optional)	
<p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p>	
Elements of Instructional coaching	

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
D 'Onnarae Johnson	Principal
Cheryl Donatella	Assistant Principal
Noreen Tobon	Teacher
Kathleen Lechner	Teacher
Maria Behrend	Teacher
Gillian Roman	Math Support Teacher
Ruth Young-Card	Special Education Teacher
Illiana Justiniano	Parent
Ramona Colon	Parent
Valerie Medley	Parent Liaison
Fallynn Rotan	Parent
Marilyn Haile	Special Education Administrator

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 feedback to identify needs and root causes	May 6, 2019, May 8, 2019, May 9, 2019, May 13, 2019, May 14, 2019, May 15, 2019 and May 17, 2019	DJ,CD,NT, KL, MB,GR, RY-C, IN, RC,VM, FR, RC, IJ AND MH.	All stakeholders were present to discuss the sources of information that would serve as resources for making decisions about the SCEP plan and implementations. Sources included the parent survey, NYS ELA, Math and Science examinations, absenteeism data as well as the DTSDE review. Aspects of the DE's report were discussed as well.

Determining priorities and goals based on the needs identified	May 6, 2019, May 8, 2019, May 9, 2019 and May 13, 2019	DJ,CD,NT, KL, MB,GR, RY-C, IN, RC,VM, FR, RC, IJ and MH.	Several needs were identified as needing improvement in the various areas indicated in the SCEP including a more strategic focus on ELA instruction, formative assessments in all academic areas, a need to provide multicultural opportunities for families not just select underserved populations as well as providing more translation services for the parents of ESOL/ELL students.
Identifying an evidence-based intervention	May 6, 2019 and May 8, 2019	DJ,CD,NT, KL, MB,GR, RY-C, IN, RC,VM, FR, RC, IJ and MH.	Utilization of PLC's as the sole model or use of the Principal's PD as a singular model. Discussion was had about a combination of the two models. Parents, teachers, administrators and RAP member voted for both models.
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	May 13, 2019, May 14, 2019 and May 15	DJ,CD,NT, KL, MB,GR, RY-C, IN, RC,VM, FR, RC, IJ and MH.	Several activities were discussed, but some wording was adjusted to provide multiple opportunities for teacher time selection for morning meetings as well as teacher read alouds instead of a universal time for all. The group discussed the scheduling of each item to be addressed in the SCEP. Benchmarks were discussed for each goal that was identified.
Identifying a plan to communicate the priorities to different stakeholders	May 6, 2019, May 8, 2019, May 9, 2019, May 13, 2019, May 14, 2019, May 15, 2019 and May 17, 2019	DJ,CD,NT, KL, MB,GR, RY-C, IN, RC,VM, FR, RC, IJ and MH.	All constituencies were at the table to discuss the plan. It will also be shared at other events with our school community. The SCEP plan priorities will be shared at New Student Orientation, Open Houose, in correspondances to parents, at the Town Meeting and PTO events. It will also be shared on the school website as well as at all meetings with stakeholders.

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

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.

All Students - 49.7

B1. SCEP Goal for English Language Arts

All Students - 54.0

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.

The most recent DTSDE review identifies a major root cause for discrepancies in student ELA performance, the IIT found that School #20 needs to develop a uniform method of determining student's reading levels.

As we move into the 2019/20 school year, School 20 will develop and implement a universal scale to target students who are reading above, on or below grade level standard by September 2019 so that the ILT can work to provide appropriate interventions.

School 20 will be implementing quarterly assessments that will be based on the NYS standards to monitor student progress towards meeting the standards. Student data will be monitored in bi-monthly grade level meetings to ensure a focus on student growth by identifying 1's, 2's, and 3's and providing the interventions and supports necessary to facilitate growth.

D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u>	<u>D3. End Date: Identify</u>	<u>D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in</u>
06/30/2019	07/30/2019	Staff will create a school-wide reading level document to designate if students are above, on or below grade level in reading. The document will be scaffolded annually, to include the current State level reading expectations for the NYS ELA examinations in grades 3-6.
09/10/2019	09/25/2019	Administration will develop a school wide data document for recording DRA levels, CFA results and the quarterly standards based assessment data.
08/23/2019	08/30/2019	Available staff will be trained on the Reader's and Writer's Workshop models. This is a best practice model which has proven results in improving both teacher instruction and learning for students.
09/04/2019	12/30/2019	100% of teachers will implement the Reader's and Writer's Workshop models school wide to ensure explicit standards based instruction, progress monitoring (formative assessments) and small group reading instruction takes place in all classrooms. They will begin the rituals and routines to begin the structure for explicit instruction.

09/03/2019	09/30/2019	Teachers who were unable to receive training over the summer will be trained as a tier 1 support for students who fall into the below grade level category once the testing is complete. A professional development training session will be conducted on Reader's and Writer's workshops with a focus on small group guided reading instruction and differentiation. The workshop model is vetted in research and has proven to improve both teaching and learning. 100% of teachers will be trained as this will be the expected model for ELA instruction for the school year.
09/09/2019	09/27/2019	Teachers will administer the DRA and CFA assessments to students in grades k-6 to determine a DRA level or Lexile level. For consistency, Lexile levels will be translated to a DRA level in the school wide data documents. Students will be grouped based on the data collected from the assessments. The groupings will be below grade level, on grade level and above grade level.
09/30/2019	10/10/2019	Teachers will record their test result data in the school wide data document.
10/15/2019	10/25/2019	Grade level teams will meet with administration to analyze ELA data and student work. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop models in their classrooms with tier 1 support. If the results do not show improvement, teachers will discuss strategies to improve both instruction and student performance. Another professional development session will be conducted on the workshop model for teachers who are struggling with tier 1 supports for their students,
11/12/2019	11/22/2019	Grade level teams will meet with administration to analyze ELA data and student work. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop models in their classrooms with tier 1 support. If the results do not show improvement, teachers will discuss strategies to improve both instruction and student performance. Tier 2 supports will be offered to teachers through the RtI/AIS process. RtI/AIS supports will be offered to students who are still reading below grade level through small group instruction within the classroom or a separate location.
12/02/2019	12/13/2019	Teachers will administer the DRA and CFA assessments to students in grades k-6 to determine a DRA level or Lexile level to be translated to a DRA level for consistency. Students will be grouped based on the data collected from the assessments. The groupings will be below grade level, on grade level and above grade level.
12/16/2019	12/20/2019	Teachers will record their test result data in the school wide data document.
01/06/2020	01/17/2020	Grade level teams will meet with administration to analyze ELA assessment data from the DRAs and CFAs. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop model. If progress is minimal, tier 2 supports will continue to be provided to those classrooms.

<p>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.</p>	<p>NWEA Fall and Winter Administration Data - The school will monitor student progress through a 20% improvement in the number of students moving from reading below grade level to reading at or above grade level when compared to student September data. Although the baseline score will be stagnant, the grade level expectation changes over time. The end of the year grade level expectation will determine the below, at or above designation. Student scores on the NWEA will be analyzed to determine the passing rate of student on the NYS ELA examination when compared to the DRA and CFA data collected at School 20.</p>
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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
02/03/2020	02/14/2020	Grade level teams will meet with administration to analyze ELA data and student work. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop models in their classrooms with tier 1 support. If the results do not show improvement, teachers will discuss strategies to improve both instruction and student performance. Teachers will continue with tier 2 supports for their students. The services will be provided through RtI/AIS in small groups of no more than 6 students 2 times each week.
02/24/2020	02/28/2020	Grade level teams will meet with administration to analyze ELA data and student work. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop models in their classrooms with tier 1 support. If the results do not show improvement, teachers will discuss strategies to improve both instruction and student performance. Teachers will be provided with tier 3 supports for their students. The services will be provided through RtI/AIS in smaller groups of no more than 5 students 3 times each week.
03/09/2020	03/13/2020	Teachers will administer the DRA and CFA assessments to students in grades k-6 to determine a DRA level or Lexile level. For consistency, Lexile levels will be translated to a DRA levels in the school wide data documents. Students will be grouped based on the data collected from the assessments. The groupings will be below grade level, on grade level and above grade level.
03/16/2020	03/24/2020	Teachers will record their test result data in the school wide data document. Teachers will look at their own data to determine trends as well as areas of need for their own students before meeting as grade level teams with administration.
4/27/2020	5/8/2020	Grade level teams will meet with administration to analyze ELA data and discuss next steps. Teams will discuss the data to determine if students are making progress based on their instruction. If the results indicate growth, the teachers will continue to implement the workshop models in their classrooms with tier 1 support. If the results do not show improvement, teachers will discuss strategies to improve both instruction and student performance.
5/26/2020	6/8/2020	Grade level teams will meet with administration to analyze ELA data and student work. Teams will discuss the data to determine if students are making progress based on their instruction. Next steps will be discussed to plan for the following school year. Final results will be viewed to determine if 10% of our students moved from reading below grade level to reading on grade level.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students - 61.1	
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students - 71.0	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	NWEA Fall and Winter Administration Data - According to recent NYS Math Exam Scores (2016-2017 & 2017-2018), it was determined that an improvement in problem solving is necessary for continued growth in student performance in grades 3-6. As a result, our school will implement and train staff to integrate a universal problem solving procedure in 100% of math classrooms in grades K-6, by June 2020.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u>	<u>D3. End Date: Identify</u>	<u>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</u>
05/14/2019	09/03/2019	Teachers will receive 2 trainings on the problem solving strategy developed by the math collegial circle to ensure that teachers will be able to implement the model in September.
08/15/2019	09/03/2019	Teachers will participate in professional development in August and September on the Math workshop model for instruction. This model promotes problem solving and critical thinking.
09/09/2019	01/30/2020	100% of classrooms will implement Math Workshop including: Problem solving strategies, Problem of the day and application problems daily in mini-lessons.
10/01/2019	10/30/2019	Teachers will administer the Math CFA 1 in October 2019.
10/01/2019	01/30/2020	Ongoing professional development including vertical grade level math learning community, universal problem solving procedure, concrete real world problems and activities, unpacking standards, Multiple Choice Grouping Strategy, Trial and Error, evaluate reasonableness of answer, etc., will be implemented to ensure that teachers are providing rigorous curricula. The group will meet for 20 hours on these topics.
09/09/2019	01/30/2020	Teachers will implement formative assessments daily including: exit tickets, rubrics and other assessment strategies to ensure that students are learning the material that is being taught.
09/30/2019	01/30/2020	Teachers will administer unit/ module assessments administered at the end of each unit/module (grades 3-6).
09/30/2019	01/30/2020	Classroom teachers will administer module assessments at the end of each unit (pre and post tests in grades K-2)

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.	70% of students will pass the unit or module assessments after receiving teacher instruction on the unit or module using the problem solving method instituted by the school PLC. Student performance on the NYS examination will be monitored based on the NWEA prediction data to determine how many of our students are predicted to pass the NYS Math examination in April.
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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
01/01/2020	06/20/2020	Teachers will administer module and or unit assessments (Grades K-6) to be placed in the school-wide math data document.
01/01/2020	06/20/2020	Teachers will analyze the math data monthly to inform their instruction and ensure that 70% of their students are passing these exams.
01/01/2020	05/10/2020	Teachers will provide practice questions from the NYS released questions: multiple choice, short and extended response to ensure that students are able to use the universal problem solving strategy to answer these more rigorous math questions.
01/15/2020	06/15/2020	Teachers will administer the math CFAs 2 (January) and 3 (June) to determine student proficiency at 70% or higher.
04/06/2020	05/10/2020	Extra support for math instruction will be provided after the ELA examination by the Intervention/Prevention teachers.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available			All Students - 0.67
B1. SCEP Goal for English Language			All Students - 0.80
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.		<p>The number of students taking the test in 2018 increased by 50% and the scores decreased by 19% at level 4, with an increase of 16% in level 3. In light of these results, School 20 will find it necessary to increase opportunities for additional supports and interventions so that students can practice the specific skills necessary to be successful on the NYSESLAT exam. To support this initiative, School 20 will implement three quarterly skills assessments mirroring the NYSESLAT exam.</p> <p>Based on the NYSESLAT test results, school 20 expects students to demonstrate a 13% increase at levels 3 and 4 in their performance on the NYSESLAT during the 2019-2020 school year.</p>	
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	
09-06-2019	10-30-2019	ESOL teachers will assist teachers in securing interpreters for parent communication through 2 professional development sessions in September and October 2019. Teachers were not able to request interpreters, because they were never trained on how to make the request or the proper forms in the past. This training will provide them with the necessary forms as well as e-mails and phone contacts for assistance.	
09-06-2019	09-13-2019	Staff will brainstorm ideas for how to better communicate with non-English speaking families, ie, home visits, using older students for translations etc.	
10-01-2019	10-30-2019	Teachers will provide verbal communications to parents in the child's home language using the sources shared in the professional development sessions with the School 20 ESOL teachers.	
10-01-2019	10-15-2019	Letters and other school written communications will be translated into the student's home language before sending the information to parents. Software is available which will assist both teachers as well as the secretarial staff in translating all written communications into the language spoken in our students' homes. If the language is not able to be interpreted by a translation program, we will make every effort to have the document translated by an interpreter hired by RCSD.	
10-15-2019	11-01-2019	Although the brainstorm session will provide many suggestions for how to better communicate with parents, a survey will be sent home to ask parents about the best way to communicate with each parent in their home language by the ESOL teachers. The ESOL teachers will be responsible to ensure that the teachers are clear as to how parents would like communications filtered to them.	
09/15/2019	09-30-2019	In an effort to improve student performance on the NYSESLAT examination, ESOL Teachers will develop a baseline skills assessment to assist students in preparing for the 2020 NYSESLAT.	
10-15-2019	11-01-2019	ESOL Teachers will administer the baseline skills assessment to their students	
11:10-2019	11-20-2019	ESOL Teachers will analyze the data to determine areas of need. They will provide support based on the deficit areas identified as well as based on the level of service that they are designated to provide in ESOL services for each individual student.	

11-25-2019	01-01-2020	The ESOL teachers will meet with classroom teachers to provide them with information to support the students in their individual need areas. Teachers will provide lessons in the identified areas of need through guidance from the ESOL teachers . This will provide two layers of support for the ELL students.
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.		
		A survey will be developed and distributed to the 65 non-English speaking families at School 20 to determine if the school is communicating information to them effectively. Success will be determined by 25% of the families returning the survey and 70% of parents checking off that the way the school is communicating with them is effective. Also, the final two skills assessments will be administered to students to determine their mastery of the skills necessary for success on the NYSESLAT exam. It is expected that students will receive a 70% or higher on the final skills assessment as it will mirror the NYSESLAT exam. This will assist the school in determining which of our students is on target to pass the NYSESLAT.
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
01-01-2020	01-10-2020	The ESOL Teachers will develop a survey for our non-English speaking parents to determine if our communication efforts with these parents has been effective.
01-15-2020	01-30-2020	The school will distribute the survey to parents and analyze the response data to ensure that 70% of the survey respondents feel that communication from the school is effective.
01-02-2020	06-26-2020	Based on the data from the survey, teachers will adjust the way that they provide communications to parents if less than 70% of the responders to the survey share that communication is effective .
01/01/2020	01-06-2020	ESOL Teachers will develop a mid-year skills assessment to assist students in preparing for the 2020 NYSESLAT. This assessment should be skills based and provide a clear set of examples that have been included in the NYSESLAT exam in the past. The number of assessment questions does not have to match the NYSESLAT in length, but certainly in complexity.
01-06-2020	01-10-2020	ESOL Teachers will administer the mid-year skills assessment to their students. The test will be administered over several days as it will take time for all of the students to complete the examinations. Teachers are expected to monitor student performance and their reaction to the sample test questions.
01:13-2020	1-14-2020	ESOL Teachers will analyze the data to determine areas of need. This information will be shared with classroom teachers as well to provide students with 2 layers of support towards mastering the skills needed not only for the NYSESLAT examination, but for becoming more proficient in English.
1-15-2020	03-13-2020	In collaboration with the ESOL Teachers, classroom teachers will provide lessons on the identified areas of need. Specific lessons need to be developed and taught on the specific areas of need for each student. It is also necessary for teachers to do cumulative/spiral review of all of the skills to ensure that students maintain their proficience in all of the areas.
4/27/2020	5/1/2020	ESOL Teachers will develop and administer a final assessment before the NYSESLAT examination The final examination will mimic the NYSESLAT in order to gain information about how the students might perform on the real exam.
5/1/2020	6/1/2020	The data collected from this exam will be analyzed by the ESOL teacher to employ the final review strategies necessary for success on the test. Lessons will include spiral and cumulative review to ensure that the students maintain necessary skills for the examination.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			This school communicates how important it is to respect the practices of all cultures.
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.			100% of parents who completed the survey indicated that the school did not communicate the importance of respecting the practices of all cultures. One culture in particular that indicated this was caucasian.
B1. SCEP Goal for Survey Question			Based on the data from the most recent school survey, the school will communicate the importance of respecting all cultures throughout the school year by implementing multicultural activities that support all cultures represented within the schoolhouse. Because 100% of parents who answered the survey agreed or strongly agreed that this was an area of need for the school, the goal of the activities will be to communicate continuously, the goal of communicating the importance of respecting all cultures verbally as well as through written communication at events and in written communications sent to homes.
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.			In looking at the data from the parent, staff and student survey, it was determined that our school should improve in communicating how important it is to respect the practices of all cultures. 100% of parents did not agree or strongly agree that School 20 communicates how important it is to respect the practices of all cultures. In particular, white students were the group that identified this needs area for the school. Thus, we will implement multicultural activities which include caucation heritage celebrations. As a result of the school's targeted multicultural activities, 70% of parent responders will agree or strongly agree that School 20 communicates how important it is to respect the practices of all cultures on the first administration of the school climate survey in the Fall.
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.	
09/05/2019	09/10/2019	The school will share the goal of communicating the importance of respecting the practices of all cultures with all stakeholders at school opening events as well as Open House and the Town Meeting. At each event, parents will be asked for suggestions on how we can meet the goal.	

09/09/2019	01/30/2020	The school will communicate the importance of respecting the practices of all cultures through school-wide events that reflect the populations that represent our school wide ethnicity ie: Black History Month Celebration, Hispanic Heritage Celebration and the Multicultural Fair to include all other races represented at the building. St. Patrick's Day Bingo is another event that will aid us in supporting all of our families. These are some of the events that have been brainstormed, but the parent responses will be discussed and implemented after being vetted.
10/01/2019	10/10/2019	A survey will be developed by the SBPT to determine if the school is communicating the importance of respecting all cultures. Based on the survey data, the school will determine if we are on target to meet the goal of having 70% of our parents agreeing or strongly agreeing that the school communicates the importance of respecting all cultures.
10/15/2019	11/20/2019	The survey will be distributed to parents in October. Results will be shared with all stakeholders and published in documents sent home to parents.
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.		
		Preliminary Survey Data and Random Sampling - Based on the survey data collected in November 2019, 70% of the responders (at mid year) to the survey will indicate that the school communicates the importance of respecting all cultures after participating in the multicultural activities as well as receiving communications from the school stating our goal of communicating the importance of respecting all cultures. If less than 70% of responders agree or strongly agree, we will continue the goal of reacing the 70% expectation on the survey distributed again in March.
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
12/01/2020	01/15/2020	The school will analyze the parent survey data to determine next steps. If responses do not reach 70% in the identified area, other strategies will need to be employed to ensure that parents feel like all cultures are respected at School 20. Parents will be surveyed again to ask for suggestions to improve our professional practice.
02/01/2020	02/15/2020	The results of the survey will be shared with all stakeholders. Although all of the results will be shared, If we do not reach the 70% expectation for this question, we will provide parents with how we are meeting the need in this area so that they are clear as to our efforts in this identified area of need. This can be communicated at the St. Patrick's Day Bingo celebration to solicit unput from parents.
04/01/2020	05/01/2020	The school will send out another survey on the topic of respecting all cultures with a goal of 100% of parents responding to the survey with agree, or strongly agree that the school communicates the importance of and respects the cultures of all students.
06/01/2020	06/15/2020	The school will analyze the parent survey data to determine next steps for August if the results are less than 100%. It is our expectation that all of our families will feel that their culture is respected and valued at our school. After the data is analyzed, we will continue to work on this area during teh next school year, or if we meet the mark, we will begin work on another survey generated goal for next school year.

Chronic Absenteeism or School-Selected Indicator		
A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		All Students - 33.4%
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		All Students - 30.4%
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.		The number of homeless families within the School No. 20 Community has increased by 12% in the 2018/19 School Year and the stability of the family composition has been compromised causing a rise in student absences. Because of this data, School 20 will implement school attendance protocols for teachers and support staff to address this concern, in an effort to decrease chronic absenteeism.
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
09-04-2019	10-15-2019	Teachers will contact the parents of students who miss more than 3 days of school. It is expected that teachers will be in contact with parents on a continual basis and call the first day that a child is missing from the classroom, but as we gradually progress towards having teachers call parents, they have to call after the third absence to determine why the student has missed 3 days of school.
09-16-2019	01-30-2020	The school will conduct weekly meetings with select staff to address attendance concerns and problem solve solutions to decrease chronic absenteeism. The use of a chronic absenteeism log will be provided to determine which students need immediate attention and which students can be provided with intervention by the classroom teacher. The parent Liaison will conduct home visits based on the attendance document as well as the School Social Worker. Each student will be addressed during the meeting and ways to encourage students to attend school.
10-20-2019	01-30-2020	Staff will conduct home visits after the 10th absence. It is expected in the attendance document that staff visit the homes of students who miss 10 or more days of school. It is important that we are proactive and contact parents more frequently and aggressively. After 1 day, a robo call goes home to parents, 3 days and the teacher is expected to contact the parent at the 5 day mark, the school clerk will make contact with the parent as can members of the school absence team. At 10 days, the Parent Liaison is expected to conduct a home visit. We will monitor and adjust based on how feasible this plan is in reducing chronic absenteeism at school 20.
9/4/2019	1/30/2020	The school attendance team will analyze the data to determine if their efforts are reducing absenteeism. If it is not, they will brainstorm ideas to support families further and decrease the amount of time in the timeline for contacting and communicating with a parent about the benefits of attending school everyday.
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.		Average Daily Attendance Data - Via SPA Based on the data collected in the weekly attendance meetings, it will be determined if the school is on track to reduce chronic absenteeism by 3%. If the school is not on track, the following action items will take place to improve absenteeism.
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
01-01-2020	01-30-2020	The data collected on chronic absenteeism will be shared with the staff and school community to determine next steps in reducing chronic absenteeism at School 20.
01-01-2020	06-20-2020	The school will conduct weekly meetings with select staff to address attendance concerns and problem solve solutions to decrease chronic absenteeism. The use of a chronic absenteeism log will be provided to determine which students need immediate attention and which students can be provided with intervention by the classroom teacher. The parent Liaison will conduct home visits based on the attendance document as well as the School Social Worker. Each student will be addressed during the meeting and ways to encourage students to attend school.
01-15-2020	02-15-2020	Teachers will provide incentives for students who attend school regularly. Some ideas might include a class celebration for students who attend 100% of the time during a given month, star sticker chart for attendance each day, an ice cream party for a grade level which has the highest % attendance each month.
02-01-2020	06-20-2020	The timeline for contacting and communicating with parents after a student has missed a day of school will be reduced. Each student who has missed 10 or more days will be assigned a school mentor who will check in with the student each day and contact parents etc., after establishing a relationship with the family.