

**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 distribution through public agencies.
- 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:	
LEA BEDS Code:	
School Name:	SCHOOL NO. 7

ENTER DATA INTO ALL YELLOW CELLS.

### 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	DAVE LINCOLN	Title	PRINCIPAL
Phone		Email	
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.

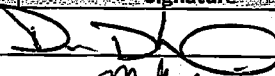


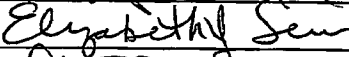
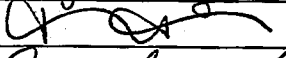


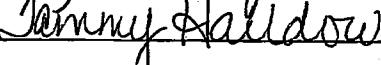
Implementation is required no later than the first day of regular student attendance.

### SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals 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
David Lincoln	Principal		5/14/19
Mark Wilkins	Assistant Principal		5-14-19
Brennan Colwell	Office of School Innovation		8-22-19
Elizabeth Servoss	ELA Intervention K-2		5/14/19
Marissa Mastro Simone	ELA Intervention 3-6		5/14/19
Candace Colon	Math Intervention 3-6		5/14/19
Sarah Yasses	SBPT/SC Teacher		5/14/19
Tammy Halldow	SBPT/TA		5-14-19

Kelly Haugh	SBPT/K Teacher	<i>Kelly Haugh</i>	5-14-19
Gerald Wiepert	SBPT/6 Teacher	<i>Donald Edwards</i>	5/14/19
Jeff Stanley	SBPT/4 Teacher	<i>Jeff Stanley</i>	5/14/19
John Pearson	SBPT/PE	<i>John Pearson</i>	5/14/19
M Johnson	SBPT/Parent	<i>Mimi Johnson</i>	5/14/19
F Waddell	SBPT/Parent	<i>F Waddell</i>	5/14/19
Ellie Magee	ESOL	<i>Ellie Magee</i>	5/14/19
Molly Kolb	ESOL	<i>Molly Kolb</i>	5/14/19
Sheri Parinello	School Psychologist	<i>Sheri Parinello</i>	5/14/19
Rosa Bellone	SEIS	<i>Rosa Bellone</i>	5/14/19

## 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"/>	<b>State-Supported</b>
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement: Professional Learning Community

	<b>Clearinghouse-Identified</b>
	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

<b>School-Identified</b>	<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 submitted separately with the SCEP)	

**Additional Evidence-Based Interventions (Optional)**

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.


## 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
David Lincoln	Principal
Mark Wilkins	Assistant Principal
Brennan Colwell	Office of School Innovation
Elizabeth Servoss	ELA Intervention K-2
Marissa Mastrosimone	ELA Intervention 3-6
Candace Colon	Math Intervention 3-6
Sarah Yasses	SBPT/SC Teacher
Tammy Halldow	SBPT/TA
Kelly Haugh	SBPT/K Teacher
Gerald Wiepert	SBPT/6 Teacher
Jeff Stanley	SBPT/4 Teacher
John Pearson	SBPT/PE
M Johnson	SBPT/Parent
F Waddell	SBPT/Parent
Ellie Magee	ESOL
Molly Kolb	ESOL
Sheri Parinello	School Psychologist
Rosa Bellone	SEIS

**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 feedback to identify needs and root causes	April 29, 2019 May 3, 2019; May 9, 2019; May 13, 2019; May 15, 2019; May 28, 2019	DL, CC, MM, MW, ES, SP, BC	
Determining priorities and goals based on the needs identified	April 29, 2019 May 3, 2019; May 9, 2019; May 13, 2019; May 15, 2019; May 28, 2019	DL, CC, MM, MW, ES, SP, SY, BC, TH, GW, JS, JP, MJ, FW, EM, MK, RB	

Identifying an evidence-based intervention	April 29, 2019 May 3, 2019;	DL, CC, MM, MW, ES, SP,	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	May 13, 2019; May 15, 2019; May 28, 2019	DL, CC, MM, MW, ES, SP, SY, BC, TH, GW, JS, JP, MJ, FW, EM, MK, RB	
Identifying a plan to communicate the priorities to different stakeholders	May 15, 2019; May 28, 2019	DL, CC, MM, MW, ES, SP, SY, BC, TH, GW, JS, JP, MJ, FW, EM, MK, RB	

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

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

**English Language Arts**

**A1. ELA Baseline Data: Provide the most** All Students-33.9

**B1. SCEP Goal for English Language Arts** All Students- 39.4

**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 IIT findings from the most recent DTSDE report as well as observational data from the school's Instructional Leadership Team suggest the lack of a scaffolded ELA program to support reading, writing and literacy needs to be addressed in order for the school to meet their improvement goal. Findings also suggest the need for a schoolwide PLC to support the implementation of this program.

DTSDE recommendations also suggest the following recommendations be addressed in order to improve student achievement:

- Implement an ELA intervention program for Tier 2 and Tier 3 students. As a recommendation of our most recent DTSDE Report and NYS Assessment data, it was found that our building does not currently have this program in place resulting in low student achievement.
- Create a walk through schedule for observation of implementation and effectiveness of programs. As a recommendation of our most recent DTSDE Report and NYS Assessment data, it was found that our building does not currently have this schedule in place resulting in low student achievement.

**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September, 2019	January, 2020	Instructional Leadership Team will record and monitor individual student growth in written responses throughout the year. Staff will meet quarterly to review student data from NWEA.
September, 2019	September, 2019	First administration of CFA to gather baseline data. CFA administered and analyzed to create individualized learning plans. CFA administered 3 times per year and analyzed utilizing data wise protocols to create individualized learning plans and flexible groupings.
October, 2019	January, 2020	Teachers will observe Model ELA/Reading Program Classrooms. Teachers will have 3 opportunities per year to observe model lessons from lead teachers from within the building.
September, 2019	January, 2020	PLC will be used to demonstrate how the Interactive Read Aloud block will support student writing. Teachers will participate during Grade Level PLCs. Once per month, Grade Level Meetings will focus on Read Aloud/Written Responses and the gradual release of responsibility shifting to independent student work at grade level.
October, 2019	January, 2020	RtI Staff and teachers will use 2 point writing rubrics to identify trends and to design a plan to modify/adjust instruction based on their data-findings. Teachers will execute the plan during their literacy block. RtI staff will hold monthly meetings to utilize Data Wise protocols.
September, 2019	January, 2020	Staff will participate in 20 hours of PLC during Monthly Grade Level Meetings focusing on the implementation of a school wide scaffolded ELA Program inclusive of Reading, Listening and Writing. Staff will meet 1 hour per week to analyze student data to insure appropriate implementation.



December, 2019	December, 2019	Second administration of CFA to gather baseline data. CFA administered and analyzed to create individualized learning plans. CFA administered 3 times per year and analyzed utilizing data wise protocols to create individualized learning plans and flexible groupings.
December, 2019	December, 2019	Staff will utilize Data Wise protocols to inform flexible ELA groups to insure appropriate levels of instruction.
<b>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.</b>		
		As evidenced by the most recent IIT review in November 2018, the school has identified the need to:  Gather walkthrough data on an ongoing basis that will provide evidence of curriculum and program being implemented with fidelity. 80% of students meet NWEA Projected Growth Goal in ELA. Administer Common Formative Assessments - These will be used to identify students who exhibit evidence of mastery of specific standards based on a range of assessments. This data will be used to adjust this list of students as necessary throughout the year (flexible grouping). 80% of students meet NWEA Projected Growth Goal in ELA. Thematic Unit Tests - Mastery on specific unit goals (Tier 1 instruction). 80% of students meet NWEA Projected Growth Goal in ELA. Between Fall and Winter administration of NWEA Data - 80% of students meet NWEA Projected Growth Goal in ELA.
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January, 2020	June, 2020	Instructional Leadership Team will record and monitor individual student growth in written responses throughout the year.
January, 2020	January, 2020	Professional Learning Communities will be used to demonstrate how the Interactive Read Aloud block will support student writing. Teachers will participate during Grade Level PLCs. Once per month, Grade Level Meetings will focus on Read Aloud/Written Responses.
February, 2020	June, 2020	Common Formative Assessments administered and analyzed to create individualized learning plans. Data sources will include NWEA, AIMS web and RCSD created Common Formative Assessments. Data Wise protocols will be utilized to analyze information 3 times per year.
February, 2020	June, 2020	Teachers will observe Model ELA/Reading Program Classrooms. Teachers will have 3 opportunities per year to observe model lessons from lead teachers from within the building. Pre./Post conferences will be take place for each opportunity
February, 2020	February, 2020	Check in with ILT on Common Formative Assessments
January, 2020	June, 2020	RtI Staff and teachers will use 2 point writing rubrics to identify trends and to design a plan to modify/adjust instruction based on their data-findings. Teachers will execute the plan during their literacy block.
March, 2020	March, 2020	Check in with ILY on Common Formative Assessments and review of data for final preparations for NYS Assessments.
January, 2020	June, 2020	Grades 3-6 will transition from written responses based on read alouds to written responses based on grade level text that students read and respond to independently. Students will be responsible for the gradual release of independent reading and written response at grade level text.
May, 2020	May, 2020	Third administration of CFA to gather baseline data. CFA administered and analyzed to create individualized learning plans. CFA administered 3 times per year and analyzed utilizing data wise protocols to create individualized learning plans and flexible groupings.

## Mathematics

**A1. Mathematics Baseline Data: Provide the** All Students- 29.7

**B2. SCEP Goal for Mathematics** All Students- 40.1

**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,** In order to improve student achievement, the school needs to implement a Math intervention program for Tier 2 and Tier 3 students. As a recommendation of our most recent DTSDE Report and NYS Assessment data, it was found that our building did not have this program in place in the 2018-19 school year, which resulted in low student achievement.

**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 2019	September 2019	Teachers and Instructional Leadership Team participate in PLC embedded ZEARN and IReady PD. Teachers will participate during Grade Level PLCs once per month. ZEARN Assessments administered and analyzed to create individualized learning plans. ZEARN Assessments administered 3 times per year and analyzed utilizing data wise protocols to create individualized learning plans and flexible groupings.
September 2019	January 2020	Teachers administer ZEARN Tower of Power, IReady Assessments and Common Formative Assessments. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.
September 2019	January 2020	Teachers analyze CFA and identify individual student needs/differentiated groups for targeted intervention. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.
September 2019	January 2020	Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments. Teachers will meet one hour per month with ILT members to utilize Data Wise protocols to inform flexible groups.
September 2019	January 2020	Administrative Team will conduct monthly walk throughs utilizing the common walk through tool. Data will be shared with instructional staff to create flexible groups.
September 2019	September 2019	First Administration of ZEARN Assessment. Teachers administer ZEARN Tower of Power, IReady Assessments and Common Formative Assessments. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.
January 2020	January 2020	Second Administration of ZEARN Assessment. Teachers administer ZEARN Tower of Power, IReady Assessments and Common Formative Assessments. Data will be reviewed three times per year to review and create flexible groups and differentiate 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.**

Fall administration of NWEA Data - 80% of students meet Projected Growth Goal

Walkthrough data - Evidence of curriculum and program being implemented with fidelity.

Common Formative Assessments - Identified students will exhibit evidence of mastery of specific standards based on a range of assessments. This data will be used to adjust this list of students as necessary throughout the year (flexible grouping).

ZEARN/IReady - Progression through the ZEARN/IReady Programs (Tier 1 instruction)

**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Teachers and Instructional Leadership Team participate in PLC embedded ZEARN and IReady PD. Teachers will participate during Grade Level PLCs once per month.
January 2020	June 2020	Teachers administer ZEARN Tower of Power, IReady Assessments and Common Formative Assessments. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.
January 2020	June 2020	Teachers analyze CFA and identify individual student needs/differentiated groups for targeted intervention. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.
January 2020	June 2020	Teachers create monthly individualized action plans and targets
January 2020	June 2020	Administrative Team will conduct monthly walk throughs utilizing the common walk through tool. Data will be shared with instructional staff to create flexible groups.
May, 2020	May, 2020	Third Administration of ZEARN Assessment. Teachers administer ZEARN Tower of Power, IReady Assessments and Common Formative Assessments. Data will be reviewed three times per year to review and create flexible groups and differentiate instruction.

Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>	Students at this school stop and think before doing anything when they get angry.
<b>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.</b>	Strongly Agree: 10%; Agree 18%; Disagree 39%; Strongly Disagree 31%

<b>B1. SCEP Goal for Survey Question</b>	All Students - 90% cumulative positive response (Agree/Strongly Agree)
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<b>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.</b>	As a recommendation of our most recent DTSDE Report and NYS Assessment data, it was found that our building has not implemented a social emotional curriculum with fidelity. in place resulting in less than favorable survey data with regard to the above question. Also, according to our most recent student, staff and parent survey from the Spring of 2019, it was found that students are in need of a program to self regulate their feelings.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	August 2019	Plan for social emotional instruction within the school day - Zones of Regulation
September 2019	January 2020	Professional Development focus- Tier 1 classroom management plan
September 2019	January 2020	Professional Development in Behavioral Strategies - Zones of Regulation. All staff will participate twice per month in PD plan
September 2019	January 2020	Continued use of Social Emotional Team to address individual and small group needs. Staff will utilize the RTI team on an as needed basis for support. The Rti Team meets once per week to adrees specif supports.
November 2019	November 2019	Staff/Student survey -results will generate PD needs. Survey implemented in the twice every year utilizing Data Wise protocols to analyze results
August 2019	August 2019	Peer Mediation team training - Roc Restore. Students will participate in monthly training opportunities.

<b>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.</b>	80% of Students will Strongly Agree/Agree with the above prompt by mid year.  *Survey data from random sampling of students and early access to students who have taken the EDSCSLS survey *Zones of Regulation related data to support above survey findings.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>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</b>
January 2020	February 2020	Administer survey to students to assess their feelings on coping strategies related to what to do when they get angry.
February 2020	March 2020	Review survey results on an ongoing basis. EDSCSLS Survey will open in January.
January 2020	June 2020	Classroom Teachers and Support Staff to do home visits to all students.
January 2020	June 2020	Implement SEL Supports and practices.
April 2020	May 2020	Administer new survey to students to assess social-emotional development.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available</b>			ELP - 0.9
<b>B1. SCEP Goal for English Language</b>			ELP - 1.00
<b>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.</b>		Based on findings from the IIT that performed the most recent DTSDE review of the school and observational data gathered by the school's Instructional Leadership Team, the ILT has identified the need for the school to adopt a more comprehensive ELA program. This program needs to support reading, listening, writing and literacy for all students but ALSO supports and interventions for english language learners. To support this, the ILT also notes the lack of professional learning that has occurred to support ELA instruction and support of English Language Learner, which will be improved upon in the 2019/20 school year.	
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>	
August, 2019	August, 2019	Identify classroom teachers who are interested in collaborating with ESOL teachers in order to enhance the learning of their ELL students.	
August, 2019	August, 2019	Create a walk through schedule to support the implementation of ELA programming.	
August, 2019	August, 2019	Instructional Leadership Team will create a Professional Learning Community to support collaboration, research of common strategies, and assessments between ESOL and Classroom teacher. Staff will meet 3 times per year to review and alter plan.	
August, 2019	August, 2019	Design an assessment plan to monitor student growth in written response to text on a monthly basis across grade levels. Data Wise protocols will be utilized to analyze instructional assessments in Mathematics and ELA	
October, 2019	October, 2019	Implement Professional Learning opportunities, Technology Resource List and Resource Library in Google Drive to support ELL strategies in the classroom and to increase student achievement.	
October, 2019	October, 2019	ILT check in to review walk through data.	
September 2019	December 2019	Classroom Teachers will meet 3 times per year with ELP staff to conduct an instructional inventory to be utilized within K-6 ENL classrooms	
October 2019	October 2019	ILT Check in and review of assessment plan related data	
September 2019	December 2019	Administration will utilize a common walk through tool monthly to review effectiveness of program	
<b>E1. Mid-Year Benchmark(s) - Identify what</b>		Using NYSESLAT and NWEA data we will be able to project a minimum of 50% of ELP Students reaching proficiency on their assessments.	
<b>F1. Action Plan - January 2020 through June 2020</b>			
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>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</b>	
January 2020	May 2020	per year and utilize Data Wise protocols to analyze effectiveness of plan	
January 2020	May 2020	classroom and to increase student achievement.	
January 2020	May 2020	Continue with ILT led classroom walk throughs	
February, 2020	February 2020	Grade Level Meetings.	
January 2020	May 2020	Classroom Teachers will meet 3 times per year with ELP staff to conduct an instructional inventory to be utilized within K-6 ENL classrooms	
January 2020	May 2020	Administration will utilize a common walk through tool monthly to review effectiveness of program	

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most</b>		All Students- 31.9%
<b>B1. SCEP Goal for Chronic Absenteeism (if</b>		All Students- 20%
<b>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.</b>		<p>The school has identified the need for a more comprehensive focus on chronically absent students. One of the biggest factors for many of School 7's students can be the availability of transportation. Removing this barrier will help to reduce the school's chronic absenteeism.</p> <p>The school has also found that in the 2017/18 school year, the school attendance team needed to have a more comprehensive approach to reducing chronic absenteeism and utilizing attendance data to remain proactive with regard to chronic absenteeism. This has been the root cause of a large portion of the schools chronic absenteeism numbers.</p>
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	September 2019	Work with our school chief and the transportation department to identify our top 20 chronic students in need of transportation.
July 2019	December 2019	Develop process for troubleshooting with families that involves the Parent Liaison and Attendance Team.
July 2019	December 2019	Develop an attendance team to monitor attendance weekly and trouble shoot. Team will utilize Data Wise protocols to analyze data. Team will meet weekly to review chronically absent student data.
July 2019	December 2019	Adopt a procedure for office staff to make contact with chronic absentee families upon each absence. Administration will meet weekly with clerical staff to monitor communications between school and home
July 2019	December 2019	Chronically absent students will receive an attendance mentor to monitor absences and support barriers. Mentors will meet with students once per week to review attendance.
July 2019	December 2019	Utilize Restorative Practices daily in each and every classroom. Each day is to begin with a form of circling
July 2019	December 2019	Implementation of Zones of Regulation protocols in each classroom
<b>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.</b>		<p>Goal:</p> <p>90% of students will have 8 or fewer absences.</p> <p>Using the following sources of data:</p> <ul style="list-style-type: none"> <li>*Average Daily Attendance Data (via SPA)</li> <li>*Chronic Absenteeism Data (via SPA)</li> <li>*Student Survey Data - in order to assess how school climate/environment is affecting attendance.</li> </ul>
<b>F1. Action Plan - January 2020 through June 2020</b>		

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	The school will develop an incentive plan to improve attendance of chronically absent students with ideas such as attendance classroom challenges and field trip incentives
January 2020	June 2020	The bottom 20% of all chronic absentees will receive home visits from teachers and/or administrators in the months of January and February
January 2020	June 2020	Utilize Restorative Practices daily in each and every classroom. Each day is to begin with a form of circling
January 2020	June 2020	Implementation of Zones of Regulation protocols in each classroom
January 2020	June 2020	Chronically absent students will receive an attendance mentor to monitor absences and support barriers. Mentors will meet with students once per week to review attendance.
January 2020	June 2020	Adopt a procedure for office staff to make contact with chronic absentee families upon each absence. Administration will meet weekly with clerical staff to monitor communications between school and home
		Develop an attendance team to monitor attendance weekly and trouble shoot. Team will utilize Data Wise protocols to analyze data. Team will meet weekly to review chronically absent student data.