

LEA Name:	
LEA BEDS Code:	
School Name:	Abraham Lincoln-School #22

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Clinton Bell	Title	Principal
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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
Clinton Bell	Principal	Clinton Bell	05/15/19
Yajaira Nguyen	Assistant Principal	Yajaira Nguyen	5/15/19
Scott Robinson	Assistant Principal	Scott B. Robinson	5/15/19
Colleen Tyler	ELT Coordinator-TOA	Colleen Tyler	5/15/19
Cristina Messore	1st Grade-Bilingual Teacher	Cristina Messore	5/15/19
Teddy Tuggles	5th Grade Teacher	Teddy Tuggles	5/15/19
Amanda Hicks	ESOL Teacher	— Maternity Leave —	
Tracey Barnwell	3rd Grade Teacher	Tracey Barnwell	5/15/19
Toemeka Brown	Parent Liasion	Toemeka R. Brown	5/15/2019

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.

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 (PLCs)

	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	

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
Clinton Bell	Principal
Yajaira Nguyen	Assistant Principal
Scott Robinson	Assistant Principal
Colleen Tyler	ELT Coordinator-TOA
Christine Messore	1st Grade-Bilingual Teacher
Teddy Tuggles	5th Grade Teacher
Tracey Barnwell	3rd Grade Teacher
Amanda Hicks	ESOL Teacher
Toemka Brown	Parent Liasion

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

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	4/9/19, 4/23/19,5/7/19, 5/8/19, 5/15/19	CB, YN, SR, CT, CM, TT, TB, AH, TB	School will be performing a building wide needs assessment to determine professional development calendars and resources to be ordered.

Determining priorities and goals based on the needs identified	4/9/19, 4/23/19, 5/7/19, 5/8/19, 5/15/19	CB, YN, SR, CT, CM, TT, TB, AH, TB	With the results of the survey, we will facilitate focus groups to create a concrete plan on what needs are identified. We will begin to build internal capacity of potential trainers and experts within the areas identified. We then can create learning walks, classroom visits, and school wide professional development opportunities.
Identifying an evidence-based intervention	5/7/19	CB, YN, SR, CT, CM, TT, TB, AH, TB	Review DATA on current interventions to identify gaps and possible adjustments to current intervention curriculums, performing a school wide survey that will determine what teacher needs will need to be addressed through professional development and resource identification.
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/7/19, 5/8/19	CB, YN, SR, CT, CM, TT, TB, AH, TB	With the results obtained, we will build our professional development calendar for the 2019-2020 school year as well as schedule out topics to be covered within the grade level specific PLCs.
Identifying a plan to communicate the priorities to different stakeholders	5/7/19	CB, YN, SR, CT, CM, TT, TB, AH, TB	Currently, plans are to be communicated through a weekly school newsletter for school 22 staff, monthly newsletter to parents, Utilizing social media (Twitter, FaceBook, and Instagram) and weekly PLCs, which occur during grade level meetings.

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 each identified subgroup	Training and development of our teachers who collaborate with SWD and ENL students to ensure that they are current with curriculum and instruction in relation to cultural relevance and classroom community.
Parents with children from each identified subgroup.	Schedule parent information sessions and continue with home visits to ensure all necessary information is communicated effectively with all of our families and community partners.
Secondary Schools: Students from each identified subgroup	N/A

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students- 44.3 SWD- 11.8 ELL- 39.3
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 48.9 *NYS 2020-21 MIP Goal SWD- 28 ELL- 43.5 *NYS 2020-21 MIP Goal
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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,	Our largest need is with our SWD subgroup. Questions need to be answered as to how curriculum is being presented to these students. Teachers need to assure that all students are receiving grade level curriculum at all time and the collaboration is being met with interventionist and specialists to assure skill gaps are being addressed within their intervention block. Weekly Grade Level PLCs will need to include best practices to assist in the progression of all students.
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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 Improve 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.
June 2019	September 2019	Inventory the curriculum being used at each grade level
June 2019	August 2019	Identify teacher need in relation to curriculum development and implemetation-is the curriculum being delivered with fidelity
August 2019	January 2020	Provide professional development in the areas identified by teachers by their needs assessments and classroom walkthroughs
August 2019	September 2019	Ensure that teachers have the resources necessary to implement curriculum with fidelity
August 2019	January 2020	Work with Collaborative Classroom/district representation to ensure that all classroom teachers in all grade levels are using a writing curriculum and to close any gaps when it comes to the curriculum implemetation.
September 2019	January 2020	Ensure that teachers are developing higher level questioning strategies, using rigorous lesson, and differentiating lessons where appropriate
September 2019	January 2020	Ensure that student work is being looked at through data collected on the Common Formative Assessments and NWEA
September 2019	January 2020	Ensure teachers are trained on how to develop a balanced literacy classroom
September 2019	January 2020	In our Bilingual classrooms utilize the CPAA (Spanish NWEA) to monitor progress.
September 2019	January 2020	Teachers will be responsible for completing and maintaining a Data binder and conferencing with students to communicate growth and areas of opportunity
September 2019	October 2019	Identify a book that will bring the school community together to support our key priorities.

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	Classrooms are using the workshop model in their classrooms, the school can see growth and progression by looking at student work and collective data. Students are taking an interest and ownership of their educational goals and have plans as to how to address areas of opportunity.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: 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	Continue to look at student data in relation to the school's NWEA scores and Common Formative Assessment results.
January 2020	June 2020	Provide professional development in the areas identified by teachers by their needs assessments and classroom walkthroughs
January 2020	June 2020	Ensure that teachers are developing higher level questioning strategies, using rigorous lesson, and differentiating lessons where appropriate. This will be accomplished by classroom walkthroughs, follow-up with Data Binders, and looking at student work to rate progression.
January 2020	June 2020	Ensure that student work is being looked at through data collected on the Common Formative Assessments and NWEA
January 2020	June 2020	Teachers will be responsible for completing and maintaining a Data binder
January 2020	June 2020	Continue to look at student work to inform instruction

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			All Students- 29 SWD- 4.3 ELL- 35.8
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			All Students- 36.4 SWD- 26 ELL- 36.5
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,			Current curriculum for grades 1-6 is EngageNY, Kindergarten is using Expressions. Bilingual classrooms have incorporated Dream Box in grades k-2, monolingual classrooms are using Zearn grades K-5, and monolingual classrooms for 6th grade are using iReady. The biggest area of need is within the SWD subgroup and what interventions can be put in place in order to meet their needs.
<u>D1. Action Plan - August 2019 through January 2020</u>			
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
June 2019	September 2019	Identifying teacher need in implementing curriculum and interventions	
August 2019	January 2020	Providing professional development in identified areas of needs	
September 2019	January 2020	Creating AIS Plans for students that are not meeting grade level proficiency	
September 2019	January 2020	Monitoring teacher practices in implementing core instruction	
September 2019	January 2020	Continue the practice of looking at student data to see where gaps still lie and where instruction needs to be diversified	
November 2019	January 2020	Continue with district created common formative assessments to gather the growth and progression of our students	
September 2019	January 2020	Ensure that SWD are experiencing grade level material	
<u>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</u>			To ensure that teacher pacing is on track by looking at lesson plans and assessing the data through classroom walkthroughs. Looking at student work as a grade level during PLC's to see what skills students are still lacking and what skills need to be reintroduced, look at the mid year common formative assessment and the mid year NWEA data.
<u>F1. Action Plan - January 2020 through June 2020</u>			
<u>F2. Start Date:</u> Identify the projected start date for each activity.	<u>F3. End Date:</u> Identify the projected end date for each activity.	<u>F4. Steps to Address Areas of Need and Achieve Goal:</u> 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	Ensure collaboration between intervention teachers and classroom teachers to ensure necessary skill gaps are being addressed	
January 2020	June 2020	Ensure collaboration between SPED and classroom teachers to ensure that necessary skill gaps are being addressed	
January 2020	March 2020	More intensive progress monitoring on math skills to ensure that skill gaps are addressed before the NYS Mathematics assessment	
January 2020	June 2020	Monitor teacher practices within classroom instruction	
January 2020	June 2020	Monitor teacher pacing within the math curriculum to ensure curriculum completion and met standards	

Survey

A1. Survey Question: Provide the survey question for which the school is looking to	This school provides effective resources and training for teaching students with Individualized Education Programs (IEP's) across different languages and cultures
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A2: Baseline Data: Provide the most recent	43% of the teachers who completed the survey agree that this is an area of concern
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B1. SCEP Goal for Survey Question	Working with SWD to increase student proficeincy
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Ensuring professional development in the following areas are established; IEP writing and implementation, differentiation, rigor, higher level questioning, student engagement, student directive learning, Good first teaching strategies, cultural relevant teaching
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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.
August 2019	January 2020	Ensure that all teachers understand how to access and interpret their student's IEP Plan
August 2019	January 2020	Professional development surrounding collaboration between SPED and General Education teachers is executed.
September 2019	January 2020	Ensure that planning time is scheduled for SPED and Gen Ed teachers to meet to discuss curriculum, differentiation, and student progression
September 2019	January 2020	Ensure that grade level material is accessible for all students and differentiated where appropriate.
September 2019	October 2019	Students who are identified for intervention services will ensure individualized skills are appropriate for that students need
September 2019	January 2020	Data meetings and progress monitoring reports will occur frequently to ensure student growth and regrouping of potential skill gaps still needing attention.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	Teachers and staff are comfortable with accessing appropriate materials to differentiate instruction, Core instruction has maintained the rigor and grade level appropriateness for all students.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	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 school year IF it determines that the August to January steps have been successful.
January 2020	May 2020	Classroom teachers will be present and participate in their students annual review
January 2020	June 2020	Data meetings and progress monitoring reports will occur frequently to ensure student growth and regrouping of potential skill gaps still needing attention.
January 2020	June 2020	Consistent Data meetings and follow-up on classroom Data binders will be assessed.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students- .85 SWD- NA ELL- .85
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students- 1.00 SWD- NA ELL- 1.00
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C1. Area(s) of Need: Indicate the area(s) of	Identify entering and emerging students to ensure that they are being presented the skills necessary to advance.
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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.
August 2019	September 2019	Identify students who are "entering" and "emerging"
September 2019	October 2019	Parent Liaison will distribute a needs assessment to parents, in the fall, so SBPT will have an idea about what school events parents would be interested in attending.
September 2019	October 2019	School Based Planning Team will plan the events for parents to attend.
September 2019	January 2020	Identify skill gaps of ENL students and create action plan on progression
September 2019	January 2020	Ensure collaboration between classroom and ENL teachers
September 2019	January 2020	Schedule planning time with classroom and ENL teachers to ensure student skills need
September 2019	January 2020	Ensure consistent progress monitoring is being completed on adjustments made based on progression

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	Our entering and emerging students are progressing at an acceptable rate and teacher collaboration is occurring with ENL support to ensure that students continue on a progression path. Our parent liaison will hold monthly meetings with families.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	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 school year IF it determines that the August to January steps have been successful.
January 2020	February 2020	School Based Planning Team will plan the events for parents to attend.
January 2020	June 2020	Ensure collaboration between classroom and ENL teachers
January 2020	June 2020	Schedule planning time with classroom and ENL teachers to ensure student skills need
January 2020	June 2020	Ensure consistent progress monitoring is being completed on adjustments made based on progression

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 46.2% SWD- 44.8% ELL- 46.6%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 44.2% SWD- 42.8% ELL- 45.2%	
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.	Identify those students who are chronically absent and research potential possibilities. We will continue to grow our community partnership once we move to our new building and define what a community school's role and responsibilities are. We will continue to have family outreach through our afterschool events, ELT program, our food cupboard, and continued social/emotional support to students and family. We will continue to utilize our attendance committee to plan home visits with our most severe attendance challenges.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> 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	Meet with community partners to create a plan of action
August 2019	August 2019	New building orientation for community partners and families
August 2019	September 2019	Ensure that transportation is in place for students.
September 2019	January 2020	Identified student's families are contacted and need for improved attendance is communicated.
September 2019	January 2020	Attendance team will meet weekly to monitor patterns.
September 2019	January 2020	Attendance team will each adopt a small group of identified children to support/monitor on a personal basis.
September 2019	January 2020	Once a month, Central Office representative will attend the meeting to support.
September 2019	January 2020	Weekly review of attendance referral log.
September 2019	January 2020	Provide incentive for highest percentage of students attendance for primary and intermediate classroom
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.	Monitor attendance chronic absences grades 1-6 weekly with SPA to ensure rate of 93% or higher.	

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
January 2020	June 2020	Attendance team will meet weekly to monitor patterns.
January 2020	June 2020	Attendance team will each adopt a small group of identified children to support/monitor on a personal basis.
January 2020	June 2020	Once a month, Central Office representative will attend the meeting to support.
January 2020	June 2020	Weekly review of attendance referral log.