LEA Name:		ENTER DATA INTO ALL YELLOW CELLS.
LEA BEDS Code:		
School Name:	Abelard Reynolds School 42	

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Lisa Whitlow	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 identifed in the "Stakeholder Participation" tab shall provide their signatures in the space below.

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

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Lisa Whitlow	Principal		
Terry Richards	Assistant Principal		
Valerie Coleman	Paraprofessional		
Christopher Crosser	Parent		
AnneMarie Boccardo	Teacher		
Irene Fazio	Teacher		
Kristina Klodnicki	Teacher		
Toni Jolveski	Teacher		

Wayne Phillips	Teacher		
Danielle Turner	Teacher		
Sarah Clague	Teacher		

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.
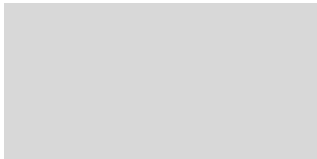
Evidence-Based Intervention

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.

X	**State-Supported**

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

Strategy the school will implement:	Professional Learning Communitites

	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	

	School-Identified

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.

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 Intevention. 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
Lisa Whitlow	Principal
Terry Richards	Assistant Principal
Valerie Coleman	Paraprofessional
Christopher Crosser	Parent
AnneMarie Boccardo	Teacher
Irene Fazio	Teacher
Kristina Klodicki	Teacher
Wayne Phillips	Teacher
Danielle Turner	Teacher
Sarah Clague	Teacher

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	4/10/19, 4/24/19	LW, TR, VC, CC, WP, DT, AB, IF, KK,	
Determining priorities and goals based on the needs identified	4/24/19, 5/8/19, 5/15/19	LW, KK, WP, DT, AB, CC, TR, TJ, IF, AB, CC, VC, SC	DTSDE suggested that protocols be established for lesson planning, engagement and feedback.

Identifying an evidence-based intervention 5/15/19		LW, TR, KK, TJ, WP, DT, SC, IF, AB, VC,	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified 5/8/19, 5/15/19		LW, TR, KK, TJ, WP, DT, SC, IF, AB, CC	Survey staff to identify components in a quality lesson plan SBPT to review surveydata and select components for lesson plans. Admin walk throughs on lesson plan components 1X per month Removed This will be reflected in their lesson plan in cross walk of Making Meaning and NYS Standard 2.
Identifying a plan to communicate the priorities to different stakeholders 5/15/19		LW, TR, KK, TJ, WP, DT, SC, If, AB,	

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	
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- 64.9 SWD- 27.7 ELL- NA
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 67.8 SWD- 32.2 ELL- NA
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	1. NYS ELA 2018 Released Questions-Grade 3-6 students earned 47% of allowable points on Reading Standard 2 in both multiple choice and constructed response sections. 2. AIMS Web Spring 2019 ORF-53% of students in grades 1-6 scored below the 25%ile 3. Fall ORF Grade 3 85% of students reading below 3d grade level

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.**
October 2019	November 2019	Book talk on Student Engagement using "Tools for Engagement Managing Emotional States for Learner Success" by Eric Jensen
October 2019	December 2019	Create grade level PLCs around best practices in literacy using John Hattie's visible learning
October 2019	November 2019	Grade level teams will cross walk the Collaborative Classroom Making Meaning Units with NYS ELA Standard #2 and highlight in the pacing chart where the standard is taught and practiced.
October 2019	January 2020	Grades 3-6 teachers will administer and analyze Common Formative Assessments identifying strengths and weaknesses in ELA Standard 2
October 2019	January 2020	Create two opportunities for vertical teaming Grades K-6 to discuss the scaffolding of NYS Reading Standard 2
October 2019	January 2020	Engage in 2 Deep Data Dives reviewing NYS ELA 2019 data, NWEA, AIMS Web ORF and CFAs to identify targeted areas for intervention
October 2019	January 2020	Create a walk to intervention schedule in grades 3-6 with scheduled progress monitoring
October 2019	November 2019	Using NYS 2019 ELA data and RCSD Data Notebook identify number of students that will move from a level 1 to 2, 2 to 3 and 3 to 4.
August 2019	November 2019	Provide or seek out professional development opportunities on research based intervention LLI, Looking at Student Work, SIPPS for teachers

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.	DEEP Data Dives-Measure student growth on NWEA and NYS Linking Study using targeted students CFAs-growth in ElA Standard 2 Monitor Progress monitoring data for walk to intervention Review SIPPS Mastery Data Identify percentage of teachers who participated in PD offerings.	

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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Mathematics		

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-55.5 SWD- 26.2 ELL-NA
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**	All Students- 66.8 SWD- 47.7 ELL-NA
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	NWEA Winter 2019 Special Reports- Grades 3-6 49% proficient in representing and solving word problems with whole numbers and 35% proficient in representing and solving word problems with fractions 2018 2019 Zearn Average Completion: see attached reports; NWEA Winter 2019 Special Reports Grade K-2 37% proficient with Numbers & Operations Base Ten and Fractions Whole numbers; Addition and Subtraction; 36% proficent Number and Operations Base Ten Whole Numbers-Place Value

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.**
September 2019	January 2020	Zearn implementation grades K-5 with fidelity
September 2019	January 2020	Completion of Common Formative Assessments in grades 3-6 with data analysis and looking at student work exemplars for constructed response
October 2019	January 2020	Admin will monitor Zearn Reports bi-weekly
October 2019	November 2019	Establish math intervention with AIS plans
October 2019	January 2020	Engage in 2 Deep Data Dives reviewing NYS MAth 2019 data, NWEA, ZEARN Reports and CFAs to identify targeted areas for intervention
October 2019	January 2020	Create two opportunities for vertical teaming Grades K-6 to discuss the scaffolding of NYS Math Standards
October 2019	January 2020	Collegial Book Talk on Number Sense Routines: Building Numerical Literacy Grades K-3 by Jessic Shumway
October 2019	January 2020	Collegial Book Talk on Number Sense Routines: Building Mathmatical Understanding Everyday in Grades 3-5 by Jessica Shumway

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.	DEEP Data Dives-Measure student growth on NWEA and NYS Linking Study using targeted students Common Formative Assessments Zearn Reports Progress in intervention and AIS goals

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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

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REVIEWER FEEDBACK ON ACTIVITIES

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	#25 "I feel like I belong."
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.	71% of students feel like they belong.

B1. SCEP Goal for Survey Question	100% of students will feel they belong.

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.	Student survey

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.
October 2019	October 2019	Administer student survey on belonging
October 2019	October 2019	Administer parent survey on studetn belonging
January 2020	January 2020	Administer student survey on belonging
January 2020	January 2020	Administer parent survey on studetn belonging
September 2019	October 2019	Provide PD on Affective Language with Resstorative Practice
October 2019	November 2019	Provide PD on Building Relationships with Authenticity and Knowing your Students
November 2019	December 2019	Provide PD on Implicit and Explicit Bias
September 2019	June 2020	School wide celebrations on Hispanic Heritage, Black History Month, National Women's History Month and an International Fair

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.	Increase from 71% of students feeling like they belong on student survey administered in January

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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)	
REVIEWER FEEDBACK ON ACTIVITIES	

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-1.00 SWD-NA ELL-1.00
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	*School Selected Goal???
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.	

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.

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.	

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.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		All Students- 31.7% SWD- 42.2% ELL-NA
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		All Students- 27.4% SWD-40.8% * This is the school's 2020-21 MIP Goal for this subgroup ELL-NA
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.		Chronic Absenteeism 2017-2018 31% SPA Average Daily Attendance 2017 2018 was 90% for 2018-2019 (as of May 15th) 91% Projected Chronic Absenteeism for 2018-2019 35%

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	August 2019	School #42 Attendance Blitz on identified chronically absent and severely chronically absent
August 2019	Augsut 2019	Attendance table with information for parents
September 2019	January 2020	Attendance team to meet weekly to identify and review individual student absences and chronic absenteeism rates
Ocotber 2019	January 2020	Apply chronic absenteeism prevention and intervention strategies for students who are chronically absent and students at risk for becoming chronically absent
September 2019	Janaury 2020	Attendance team to create, monitor and update an attendance bulletin board posting average daily attendance
October 2019	January 2020	Engage attendance team, community partners and teachers in promoting and monitoring attendance initiatives i.e. Mother's Day Jewelery Shop, Cold Can't Stop us Campaign (Building Created)

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.	Review Chronic Absenteeism data Review Average Daily Attendnance Data up from 90%

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.

REVIEWER FEEDBACK

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REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

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