

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010030
School Name:	William C. Keane Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

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

Contact Name	John Sardos	Title	Principal
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Website for Published Plan	<a href="http://www.schenectady.k12.ny.us/">http://www.schenectady.k12.ny.us/</a>		

**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
John Sardos	Principal	See addendum for signatures	
Chad Sitts	Instructional Supervisor		
Elin Mattfeld	Behavior Specialist		
Marie Horn	Parent Liaison		
Heidi Estrada	Teacher		

Charito Haines Drezek	Teacher		
Michelle Steinbeiser	Teacher		
Peg Anderton	Community Member		
Tina Balkarran	Parent		
Kathleen Beck	District Fine Arts Coordinator		
Robyn Barber	Community Member		
Skye Cook-Philips	paraprofessional		
Ameera Crellin	Social worker		
Louise DiFabbio	Community Member		
Linda Garrigan	Teacher		
Johan Matthews	Parent		
Dharma Gopilall	Parent		
Shive Gopilall	Student		
Heather Wells	Parent		
Aiyana Wells	Student		
Al Tompkins	Community Outreach		
Jean McCrum	instructional Support Teacher		
Keisha Stoval	Parent		
Molly McGrath	District Special Education		
Melissa Hughes	Parent		
Fr. Dominic Isope	Community Member		
Samantha Kishun	Community Member		
Shelia McPherson	Teacher		
Kerri Messler	District ELA		
Patrice Paser	Assistant to the Superintendent		

Sara Schneller	District-School Improvement		
Debbie Schimpf	Community Member		
Naomi Wood	Community Member		

## 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"/>	<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 Communities (PLCs)

	<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)	

<p><b>Additional Evidence-Based Interventions (Optional)</b></p> <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>

## 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
John Sardos	Principal
Chad Sitts	Instructional Supervisor
Elin Mattfeld	Behavior Specialist
Marie Horn	Parent Liaison
Heidi Estrada	Teacher
Charito Haines Drezek	Teacher
Kim Lamont	Teacher
Michelle Steinbeiser	Teacher
Peg Anderton	Community Member
Tina Balkarran	Parent
Kathleen Beck	District Fine Arts Coordinator
Robyn Barber	Community Member
Skye Cook-Philips	paraprofessional
Ameera Crellin	Social worker
Louise DiFabbio	Community Member
Linda Garrigan	Teacher
Johan Matthews	Parent
Dharma Gopilall	Parent
Shive Gopilall	Student
Heather Wells	Parent
Aiyana Wells	Student
Al Tompkins	Community Outreach
Jean McCrum	instructional Support Teacher
Keisha Stoval	Parent
Molly McGrath	District Special Education
Melissa Hughes	Parent
Fr. Dominic Isope	Community Member
Samantha Kishun	Community Member
Shelia McPherson	Teacher

Kerri Messler	District ELA
Patrice Paser	Assistant to the Superintendent
Sara Schneller	District-School Improvement
Debbie Schimpf	Community Member
Naomi Wood	Community Member

**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	3/5/19, 3/18/19	JS, CS, EM, MH, HE, CH-D, MS, PA, TB, RB, AC, LD, LG, JM, DG, HW, AT, JM, KS, MH, DI, SK, SM, PP, SS, AH	Receivership status, Tenets and DTSD review
Determining priorities and goals based on the needs identified	4/1/19, 4/15/19, 5/6/19	D, MS, PA, TB, RB, AC, LD, LG, JM, DG, HW, AT, JM, KS, MH, DI, SK, SM, PP, SS, AH	Selection of indicators
Identifying an evidence-based intervention	5/23/19	JS, CS, HE, CH-D, KL, SS, SM, AT,	Looked at 3 different evidence-based interventions and picking the best one for our building; Instructional Coaching, Professional Learning Communities, Principal Leadership Development
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/23/19, 6/3/19	JS, CS, EM, MH, HE, CH-D, MS, TB, RB, AC, LD, LG, JM, DG, HW, AT, JM, KS, MH, KM, SM, PP, SS, AH	Goal setting times, Data review sessions, Specific grade level PLC agendas, Common planning times for grade levels
Identifying a plan to communicate the priorities to different stakeholders	6/3/19	MS, PA, TB, LD, LG, JM, HW, AT, JM	Website update, brochure to parents and community members, Facebook links, Twitter links, Parent informational nights

**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	
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## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>		The current school gap baseline for ELA performance on the NYS test for the black student subgroup is 24%, while the state baseline is 3%. Looking at in district ELA interims for February there was a 13% proficiency gap between the black student subgroup proficiency at 11% and non-black students proficiency at 24%.
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>		By January 2020, William C. Keane Elementary School will know that it is on track to reduce the gap between the percentage of continuously enrolled tested students in the Black student subgroup scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and the percentage of non-Black students scoring at these levels to 22.5% based on the projections provided for the performance on the New York State Assessment in STAR Reading, STAR Early Literacy, and the district-created ELA interims. By June 2020, the gap percentage of continuously enrolled tested students in the Black student subgroup scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-Black students scoring at these levels will be reduced to 21% as provided by the NYSED Demonstrable Improvement Indicators.
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,</b>		Root causes: Students reading below grade level, lacking writing skills, low writing stamina, lack of academic vocabulary, poor reading fluency, lack of engaging and culturally relevant texts for subgroup, lack of culturally responsive teaching practices, poor reading comprehension
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address Areas of Need and Improve 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.</b>
September 2019	September 2019	Professional development for staff on best practices around literacy instruction and culturally responsive teaching, so that teaching strategies are more culturally responsive and engaging for our subgroup.
September 2019	January 2020	After the professional development principal and Instructional Supervisor will conduct weekly walkthroughs during the literacy block targeting specific best practices around literacy and culturally responsive teaching, so that teachers improve their culturally responsive teaching practices.
September 2019	January 2020	Walkthrough data will be shared after the walkthrough with teachers and discussed during weekly grade level PLC's, so that teachers are continuously improving their culturally responsive teaching practices.
September 2019	January 2020	Within the literacy block teachers will use ELA games, fluency skill builders, letter manipulatives, songs, so that students fluency increases.
September 2019	January 2020	Teachers will assess and chart reading fluency with subgroup twice a week (during PLCs) using reading probes, so that students reading fluency increases.
September 2019	January 2020	Within the literacy block teachers will use task cards, fiction and non-fiction guided reading groups, so that students are engaged in developmentally appropriate learning and increase their reading ability and academic vocabulary.
September 2019	January 2020	A flexible schedule/ Intervention block schedule for 30 minutes at least three times a week for all grade levels will be established for all school community participants. appropriate staff members (reading intervention specialists, continuum teachers, gen. ed speech intervention) will be utilized and roles will be specifically outlined in the intervention schedule, so that students' needs are met and for teachers and students to have that extra resource.

September 2019	January 2020	Culturally sensitive relevant and relatable texts will be provided to students and staff for use during literacy blocks, so that student engagement within texts increases along with vocabulary and overall reading level ability.
September 2019	January 2020	Teachers will participate in regular reading data meetings (PLCs) after every reading assessment and benchmark assessment with administration to look at student results, so that struggling students within our subgroup can be better identified and interventions can be implemented where needed.
September 2019	January 2020	Teachers will turn in one, graded on demand, writing assessment each month and discuss with administration and grade level team at grade level PLC, so that interventions can be made to increase students writing skills and stamina within subgroup.
September 2019	January 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can be created and adjusted on an on-going basis
<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</b>		By January 2020, William C. Keane Elementary School will know that it is on track to reduce the gap between the percentage of continuously enrolled tested students in the Black student subgroup scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-Black students scoring at these levels to 21% based on the projections provided for the New York State ELA test in STAR 360 and Early Literacy.
<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	January 2020	Professional development for staff around literacy instruction and culturally responsive teaching practices will continue, but be based on needs that administrators see and discuss with teachers from walkthroughs in the first part of the school year, so that teaching strategies continue to become more culturally responsive and engaging for our subgroup.
January 2020	June 2020	School leaders will continue to conduct weekly walkthroughs during the literacy block targeting specific best practices around literacy and culturally responsive teaching, so that teachers improve their culturally responsive teaching practices.
January 2020	June 2020	Walkthrough data will be shared after the walkthrough with teachers and discussed during weekly grade level PLC's, so that teachers are continuously improving their culturally responsive teaching practices for our subgroup.
January 2020	June 2020	Teachers will continue assessing and charting reading fluency with subgroup twice a week using reading probes, so that students reading fluency increases.
January 2020	June 2020	Teachers will be constantly reviewing data during meetings and changing fiction and non-fiction guided reading groups, so that students are engaged in developmentally appropriate learning and increase their reading ability and academic vocabulary.
January 2020	June 2020	Culturally sensitive relevant and relatable texts will be provided to students and staff for use during literacy blocks, so that student engagement within texts increases along with vocabulary and overall reading level ability.
January 2020	June 2020	Teachers will turn in one graded on demand writing assessment each month and discuss with administration and grade level team at grade level PLC, so that interventions can be made to increase students writing skills and stamina within subgroup.
January 2020	June 2020	Teachers will participate in regular reading data meetings after every reading assessment and benchmark assessment with administration to look at student results, so that struggling students within our subgroup can be better identified and interventions can be implemented where needed.

January 2020	June 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can continue and adjust to student need.
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## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	The current school baseline for ELA performance on the NYS test for All Students Core Subject Performance is 69.2 while the state baseline is 128.5 . Looking at in district ELA interims from October to December to February, our proficiency scores have increased from 5.16% to 11.69% to 21.92%.	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By January 2020, William C. Keane Elementary School will know that it is on track to meet the 3-8 ELA All Students Core Subject Performance Index of 79.1 based on the projections provided in STAR 360 and Early Literacy, ELA Interims and the NYS Testing Program. By June 2020, William C. Keane Elementary School will meet its Performance Index of 79.1 for 3-8 ELA All Students Core Subject.	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Reading below grade level, writing skills, writing stamina, lack of academic vocabulary, low reading fluency, lack of engaging texts, lack of comprehension skills	
<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 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.
August 2019	September 2019	School leaders will develop a master schedule for the year that allows for grade level common planning time within the school day, so that teachers can discuss instructional practices, data and writing, thus leading to improved student skills in these areas.
September 2019	January 2020	Grades 3-5 teachers will assist students in creating literacy goals to reach by the first ELA interim based on beginning of the year data, so students improve their reading, vocabulary, and fluency skills.
September 2019	January 2020	Grades 3-5 teachers will assist students in creating literacy goals based on goal progress from the first ELA interim to now reach by the second ELA interim along with data from interim, so students improve their reading, vocabulary, and fluency skills.
September 2019	January 2020	Grades PK-2 teachers will assist students in creating literacy goals to reach by the first STAR 360 test based on beginning of the year data, so students improve their reading, vocabulary, and fluency skills.
September 2019	Monthly to January 2020	Grades PK-2 teachers will assist students in creating literacy goals based on goal progress from the first STAR 360 test to now reach by the second STAR 360 test along with other data, so students improve their reading, vocabulary, and fluency skills.
September 2020	September 2020	Professional development for staff will be provided for staff on academically productive, talk and higher order thinking questions, and guided reading, so that teacher practice improves along with students reading ability, fluency and comprehension skills.

September 2019	January 2020	School leaders will provide 3rd -5th Grade Teachers with a floating sub within the first month of the school year, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
September 2019	January 2020	School leaders will provide 3rd -5th Grade Teachers with a floating sub after the first ELA interim, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
September 2019	January 2020	School leaders will provide PK-2nd Grade Teachers with a floating sub within the first month of the school year, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
September 2019	January 2020	School leaders will provide PK-2nd Grade Teachers with a floating sub after the first STAR 360 test, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
September 2019	January 2020	Teachers will be using a new academic vocabulary instructional resource at least 3 times a week within their literacy block for all students, so that students build a robust academic vocabulary.
September 2019	January 2020	Teachers will turn in one graded on demand writing assessment each month and discuss with administration and grade level team at grade level PLC, so that interventions can be made to increase students writing skills and stamina within the all students category.
September 2019	January 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can be created and adjusted on an on-going basis
September 2019	January 2020	A flexible schedule/ Intervention block schedule for 30 minutes at least three times a week for all grade levels will be established for all school community participants. appropriate staff members (reading intervention specialists, continuum teachers, gen. ed speech intervention) will be utilized and roles will be specifically outlined in the intervention schedule, so that students' needs are met and for teachers and students to have that extra resource.
<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</b>		By January 2020, William C. Keane Elementary School will know that it is on track to meet the 3-8 ELA All Students Core Subject Performance Index of 79.1 based on the projections provided in STAR 360 and Early Literacy, ELA Interims and the NYS Testing Program. We would expect to see our Performance Index for our December ELA interim be around 74.1.
<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	January 2020	Grades 3-5 teachers assist students in creating literacy goals to reach by the third ELA interim (June) based on goal progress and data from first ELA interim, so students improve their reading, vocabulary, and fluency skills.
January 2020	June 2020	Grades 3-5 teachers will assist students in creating literacy goals based on goal progress from the second ELA interim to now reach by the third ELA interim along with data from second interim, so students improve their reading, vocabulary, and fluency skills.

January 2020	June 2020	Grades PK-2 teachers will assist students in creating literacy goals based on goal progress from the second STAR 360 test to now reach by the third STAR 360 test along with other data, so students improve their reading, vocabulary, and fluency skills.
January 2020	June 2020	School leaders will provide 3rd -5th Grade Teachers with a floating sub after the second ELA interim, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
January 2020	June 2020	School leaders will provide 3rd -5th Grade Teachers with a floating sub after the third ELA interim, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
January 2020	June 2020	School leaders will provide PK-2nd Grade Teachers with a floating sub after the second STAR 360 test, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
January 2020	June 2020	School leaders will provide PK-2nd Grade Teachers with a floating sub after the third STAR 360 test, so that teachers can facilitate progress monitoring and goal setting with students during literacy blocks.
January 2020	June 2020	Teachers will continue using a new academic vocabulary instructional resource at least 3 times a week within their literacy block for all students, but based on data might increase the frequency to daily, so that students build a robust academic vocabulary.
January 2020	June 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can be created and adjusted on an on-going basis

## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	The current school baseline for ELA performance on the NYS test for Black Core Subject Performance Index is 48.3, while the state baseline is 104.9.	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By January 2020, William C. Keane Elementary School will know that it is on track for meeting or exceeding the 2019-2020 Progress Target of 57.7 for meeting the 3-8 ELA Black Core Subject Performance Index based on the projections provided in STAR 360 (where applicable), reading assessments and ELA interim assessment. By June 2020, the subgroup of 3-8 ELA Black Core Performance Index scoring at 48.3 will show an increase to meet the Progress Target of 57.7.	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Reading below grade level, writing skills, writing stamina, lack of academic vocabulary, low reading fluency, lack of engaging texts for subgroup, lack of culturally responsive teaching practices, lack of comprehension	
<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 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	September 2019	Professional development for staff on best practices around literacy instruction and culturally responsive teaching, so that teaching strategies are more culturally responsive and engaging for the black student subgroup .
September 2019	January 2020	After the professional development administration will conduct weekly walkthroughs during the literacy block targeting specific best practices around literacy and culturally responsive teaching, so that teachers improve their culturally responsive teaching practices.
September 2019	January 2020	Walkthrough data will be shared after the walkthrough with teachers and discussed during weekly grade level PLC's, so that teachers are continuously improving their culturally responsive teaching practices.
September 2019	January 2020	Within the literacy block teachers will use ELA games, fluency skill builders, letter manipulatives, songs, so that students fluency increases.
September 2019	January 2020	Teachers will assess and chart reading fluency with subgroup twice a week using reading probes, so that students reading fluency increases.
September 2019	January 2020	Within the literacy block teachers will use task cards, fiction and non-fiction guided reading groups, so that students are engaged in developmentally appropriate learning and increase their reading ability and academic vocabulary.
September 2019	January 2020	A flexible schedule/ Intervention block schedule for 30 minutes at least three times a week for all grade levels will be established for all school community participants. appropriate staff members (reading intervention specialists, continuum teachers, gen. ed speech intervention) will be utilized and roles will be specifically outlined in the intervention schedule, so that students' needs are met and for teachers and students to have that extra resource.
September 2019	January 2020	Culturally sensitive relevant and relatable texts will be provided to students and staff for use during literacy blocks, so that student engagement within texts increases along with vocabulary and overall reading level ability.



September 2019	January 2020	Teachers will participate in regular reading data meetings after every reading assessment and benchmark assessment with administration to look at student results, so that struggling students within our subgroup can be better identified and interventions can be implemented where needed.
September 2019	January 2020	Teachers will turn in one graded on demand writing assessment each month and discuss with administration and grade level team at grade level PLC, so that interventions can be made to increase students writing skills and stamina within subgroup.
September 2019	January 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can be created and adjusted on an on-going basis
<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</b>		By January 2020, William C. Keane Elementary School will know that it is on track for meeting or exceeding the 2019-2020 Progress Target of 57.7 for meeting the 3-8 ELA Black Core Subject Performance Index based on the projections provided in STAR 360 (where applicable), reading assessment and ELA interim assessment.
<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	January 2020	Professional development for staff around literacy instruction and culturally responsive teaching practices will continue, but be based on needs that administrators see and discuss with teachers from walkthroughs in the first part of the school year, so that teaching strategies continue to become more culturally responsive and engaging for our subgroup.
January 2020	June 2020	Administration will continue to conduct weekly walkthroughs during the literacy block targeting specific best practices around literacy and culturally responsive teaching, so that teachers improve their culturally responsive teaching practices.
January 2020	June 2020	Walkthrough data will be shared after the walkthrough with teachers and discussed during weekly grade level PLC's, so that teachers are continuously improving their culturally responsive teaching practices for our subgroup.
January 2020	June 2020	Teachers will continue assessing and charting reading fluency with subgroup twice a week using reading probes, so that students reading fluency increases.
January 2020	June 2020	Teachers will be constantly reviewing data during meetings and changing fiction and non-fiction guided reading groups, so that students are engaged in developmentally appropriate learning and increase their reading ability and academic vocabulary.
January 2020	June 2020	Culturally sensitive relevant and relatable texts will be provided to students and staff for use during literacy blocks, so that student engagement within texts increases along with vocabulary and overall reading level ability.
January 2020	June 2020	Teachers will continue to turn in one graded on demand writing assessment each month and discuss with administration and grade level team at grade level PLC, so that interventions can be made to increase students writing skills and stamina within subgroup.
January 2020	June 2020	Teachers will participate in regular reading data meetings after every reading assessment and benchmark assessment with administration to look at student results, so that struggling students within our subgroup can be better identified and interventions can be implemented where needed.
January 2020	June 2020	Culturally sensitive and engaging texts will be provided to students and staff for use during literacy blocks, so that content is relatable and relevant and student learning outcomes increase.

January 2020	June 2020	After the third interim, data should be analyzed to determine if the school is on track for the projections, so that interventions can be changed.
January 2020	May 2020	Teachers will use the Fountas & Pinnell benchmark reading assessment on a quarterly basis, so that guided reading groups can be created and adjusted on an on-going basis

## Mathematics

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	The accountability status report for 2017- 2018 indicated a MGP of 39.6 for all students. The school level Math MGP target for the 2019- 2020 school year is 41.6.
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By January 2020, W. C. Keane Elementary School will know it is on track for meeting or exceeding the state provided measure of Interim Progress of 41.6 for the all students subgroup in math based on the projections provided by STAR 360 Early Literacy and Math Assessments and Math Interim Assessments. By June 2020 W.C. Keane Elementary School will meet or exceed the state provided by Measure of Interim Progress of the 41.6 on the NYS Math assessment for all students in math by implementing daily fact fluency practices so that students will be able to access grade level mathematics.
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Students struggle with basic math fact fluency (ex. Additions, Subtraction, Multiplication and division); students struggle to interpret how mathematical vocabulary relates to the mathematical process required to solve multi-step word problems.
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### **D1. Action Plan - August 2019 through January 2020**

<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></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	The school leaders will with with teachers and service providers to agree on one set universal way to tackle word problems so that students see coherence from grade level to grade level in math and are better equipped with the knowledge and tools to solve word problems.
September 2019	January 2020	Teachers will set aside math fluency time daily for 10 minutes using games, sprints, and flash cards, so that students fact fluency increases and in turn are better equipped with the knowledge and tools to solve word problems.
September 2019	January 2020	Teachers will incorporate the application math word problems being taught from the New York State module daily throughout the year so that students increase familiarity with math vocabulary and word problem structure.
October 2019	January 2020	Teachers will use rubric to score daily word problems and record data in chart so that student progress can be monitored and interventions can be implemented when struggles are seen
September 2019	January 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and word problem structure.
September 2019	January 2020	Teachers will give end of math module assessments and record grades into chart so that student progress can be monitored and interventions can be implemented where needed to increase student achievement
September 2019	January 2020	Teachers will participate in regular math data meetings after every module assessment and benchmark assessment with administration to look at student results so that struggling students are identified and interventions can be implemented where needed to increase student achievement

<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</b>	By January 2020, W. C. Keane Elementary School will know it is on track for meeting or exceeding the state provided measure of Interim Progress of 41.6 for all students in math based on the projections provided by STAR 360 Early Literacy and Math Assessments and Math Interim Assessments.
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### **F1. Action Plan - January 2020 through June 2020**

<b><u>F2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>F3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>F4. Steps to Address Areas of Need and Achieve Goal:</u></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	January 2020	Teachers will set aside math fluency time daily for 10 minutes using games, sprints, and flash cards in order to increase math fact fluency and math vocabulary fluency so that students are able to comprehend and solve word problems on the NYS test
January 2020	June 2020	Teachers will incorporate both the application math word problems from NYS Modules and teacher created questions throughout the remaining portion of the year so that students increase familiarity with math vocabulary and word problem structure.
January 2020	June 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and work problem structure.

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	The accountability status report for 2017-2018 indicates grades 3-5 Math ED students vs non-ED students is 28%. The school's grade 3-5 ED students vs non-ED students target for the 2019-2020 school year is 26%
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By January 2020, W. C. Keane Elementary School will know it is on track for meeting or exceeding the state provided gap percentage of 26% between 3-8 Math ED level 2 and above and non-ED students based on the projections provided by STAR 360, Math Assessments, Math Interim Assessments, and NYS testing. By June 2020, the gap percentage between 3-8 Math ED level 2 and above and non-ED students will decrease to meet the Progress Target of 26% on the NYS math exams
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>	Students struggle with basic math fact fluency (ex. Additions, Subtraction, Multiplication and division); students struggle to interpret how mathematical vocabulary relates to the mathematical process required to solve multi-step word problems.
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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.
September 2019	September 2019	The school leaders will with with teachers and service providers to agree on one set universal way to tackle word problems so that students see coherence from grade level to grade level in math and are better equipped with the knowledge and tools to solve word problems.
September 2019	January 2020	Teachers will set aside math fluency time daily for 10 minutes using games, sprints, and flash cards in order to increase math fact fluency so that students are better equipped with the knowledge and tools to solve word problems.
September 2019	January 2020	Teachers will incorporate the application math word problems being taught from the New York State module daily throughout the year so that students increase familiarity with math vocabulary and word problem structure.
October 2019	January 2020	Teachers will use rubric to score daily word problems and record data in chart so that student progress can be monitored and interventions can be implemented when struggles are seen
September 2019	January 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and word problem structure.
September 2019	January 2020	Teachers will give end of math module assessments and record grades into chart so that student progress can be monitored and interventions can be implemented where needed to increase student achievement within sub group
September 2019	January 2020	Teachers will participate in regular math data meetings after every module assessment and benchmark assessment with administration to look at student results so that struggling sub group students are identified and interventions can be implemented where needed to increase sub group student achievement

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	By June 2020, the gap percentage between 3-8 Math ED level 2 and above and non-ED students will decrease to meet the Progress Target of 26% on the NYS math exams. By January we anticipate to see this gap close to 27% on Math interims to know we are on the right track.
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**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 will set aside math fluency time daily for 10 minutes using games, sprints, and flash cards in order to increase math fact fluency so that students are better equipped with the knowledge and tools to solve word problems.

January 2020	June 2020	Teachers will incorporate the application math word problems being taught from the New York State module daily throughout the year so that students increase familiarity with math vocabulary and word problem structure.
January 2020	June 2020	Teachers will use rubric to score daily word problems and record data in chart so that student progress can be monitored and interventions can be implemented when struggles are seen
January 2020	June 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and word problem structure.
January 2020	June 2020	Teachers will give end of math module assessments and record grades into chart so that student progress can be monitored and interventions can be implemented where needed to increase student achievement
January 2020	June 2020	Teachers will participate in regular math data meetings after every module assessment and benchmark assessment with administration to look at student results so that struggling students are identified and interventions can be implemented where needed to increase student achievement

## Mathematics

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>			The accountability status report for 2017- 2018 indicated grades 3-8 Math for All Student's Core Subject Performance Index is 43.3. The school's grades 3-8 Math for All Student's Core Subject Performance Index Target for the 2019- 2020 school year is 53.3.
<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			By January 2020, W. C. Keane Elementary School will know it is on track for meeting or exceeding the state provided measure of Interim Progress of 53.3 for 3-8 all students core subject performance in math based on the projections provided by STAR 360, Math Assessments, and Math Interim Assessments. By June 2020 W.C. Keane Elementary School will meet or exceed the state provided Measure of Interim Progress of the 53.3 on the NYS Math assessment for 3-8 all students core subject performance in math by implementing daily fact fluency practices and word problems, and vocabulary walls so that students will be able to better access grade level mathematics.
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>			Students struggle with basic math fact fluency (ex. Addition, Subtraction, Multiplication and Division); students struggle to interpret how mathematical vocabulary relates to the mathematical process required to solve multi-step word problems.
<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.	
September 2019	September 2019	The school leaders will with with teachers and service providers to agree on one set universal way to tackle word problems so that students see coherence from grade level to grade level in math and are better equipped with the knowledge and tools to solve word problems.	
September 2019	January 2020	Teachers will set aside math fluency time daily for 10 minutes using games, sprints, and flash cards, so that students fact fluency increases and in turn are better equipped with the knowledge and tools to solve word problems.	
September 2019	January 2020	Teachers will incorporate the application math word problems being taught from the New York State module daily throughout the year so that students increase familiarity with math vocabulary and word problem structure.	
October 2019	January 2020	Teachers will use rubric to score daily word problems and record data in chart so that student progress can be monitored and interventions can be implemented when struggles are seen	
September 2019	January 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and word problem structure.	
September 2019	January 2020	Teachers will give end of math module assessments and record grades into chart so that student progress can be monitored and interventions can be implemented where needed to increase student achievement	
September 2019	January 2020	Teachers will participate in regular math data meetings after every module assessment and benchmark assessment with administration to look at student results so that struggling students are identified and interventions can be implemented where needed to increase student achievement	
<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</b>			By June 2020 W.C. Keane Elementary School will meet or exceed the state provided Measure of Interim Progress of the 53.3 on the NYS Math assessment for 3-8 all students core subject performance in math by implementing daily fact fluency practices and word problems, and vocabulary walls so that students will be able to better access grade level mathematics. By January we would anticipate the progress target to be around 48.3 to know we are on track to meet our goal.
<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	Teachers will continue to set aside math fluency time daily for at least 10 minutes or more depending on the data from the beginning of the year; using games, sprints, and flash cards, so that students fact fluency increases and in turn are better equipped with the knowledge and tools to solve word problems.
January 2020	June 2020	Teachers will incorporate the application math word problems being taught from the New York State module daily throughout the year so that students increase familiarity with math vocabulary and word problem structure.
January 2020	June 2020	Teachers will use rubric to score daily word problems and record data in chart so that student progress can be monitored and interventions can be implemented when struggles are seen
January 2020	June 2020	Teachers will incorporate math vocabulary through the use of a math word wall or focus words per grade level so that students increase familiarity with math vocabulary and word problem structure.
January 2020	June 2020	Teachers will give end of math module assessments and record grades into chart so that student progress can be monitored and interventions can be implemented where needed to increase student achievement
January 2020	June 2020	Teachers will participate in regular math data meetings after every module assessment and benchmark assessment with administration to look at student results so that struggling students are identified and interventions can be implemented where needed to increase student achievement



## Extended Day

<b>A1. Extended Day Baseline Data: Provide the most recently available information.</b>	We currently serve approximately 120 students in our after school programs and an additional 40 students who attended the summer enrichment program only.
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<b>B2. SCEP Goal for Extended Day TSI schools: Identify the subgroup AND the</b>	By June 2020, William C. Keane Elementary School will receive a satisfactory score on the quality ELT Implementation Rubric by providing over 200 additional hours of instruction/activities to at least 50% of our continuously enrolled student population.
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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,</b>	Many students are in need of additional support to close the gaps that have emerged over the years. The traditional six plus hours of school is not enough to make gains in so many areas. With many students lacking this support outside of school, extending the school day as well as the school year will provide the needed support in reading, math, science, social students as well as the social and emotional needs of our students
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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	September 2019	Principal will form an Extended Day Learning committee consisting of teachers, administrators, support staff, parents and community partners so that they can provide oversight and direction for the various programs and partners.
September 2019	October 2019	Principal will start recruitment of staff and targeted recruitment of specific students based on sub-groups using 2018-2019 data as well as fall 2019 STAR 360 reading and math data, so that we can provide additional support to a larger number of students.
October 2019	October 2019	Kick-Off program. School year program will run at least 2 hours each day so that more students are given the opportunity for enrichment and remediation
November 2019	November 2019	Review monthly data (attendance, academic, behavioral), make adjustments as needed and celebrate success' so that students can be provided the support to increase academic achievement.
December 2019	December 2019	Review monthly data (attendance, academic, behavioral), make adjustments as needed and celebrate success' so that students can be provided the support to increase academic achievement.
January 2020	January 2020	Review monthly data (attendance, academic, behavioral), make adjustments as needed and celebrate success' so that students can be provided the support to increase academic achievement.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	During our January data review, we would expect to see a 90% attendance rate during the extended day program as well as an 8% increase on ELA/math interims when compared to students not participating in the EDL program
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### 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.
February 2020	February 2020	Recruit new students to the program based on first two ELA/Math interims as well as STAR 360 data so that more students are provided an opportunity.
March 2020	March 2020	Review monthly data (attendance, academic, behavioral), make adjustments as needed and celebrate success' so that students can be provided the support to increase academic achievement and adjustments can be made for individual students as needed
April 2020	April 2020	Review monthly data (attendance, academic, behavioral), make adjustments as needed and celebrate success' so that students can be provided the support to increase academic achievement and adjustments can be made for individual students as needed

April 2020	April 2020	Using yearlong data (interims, STAR 360, F & P) and teacher recommendations begin the recruitment of students for the Summer Enrichment Program with the goal of 125 students so that more students will be provided an opportunity to participate and to increase their academic performance
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## Survey

<b>A1. Survey Question: Provide the survey</b>	"Staff members seek my input on how best to meet my child's needs"	
<b>A2: Baseline Data: Provide the most recent survey results for the question identified</b>	In the staff survey 46% of parents agreed/strongly agreed with the the following statement. <b>Staff members seek my input on how best to meet my child's needs</b>	
<b>B1. SCEP Goal for Survey Question</b>	By the end of the 2019-2020 school year 75% of parents will agree or strongly agree with the targeted statement.	
<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</b>	Parents state that staff does not seek out their input on how to best help with their child. We also found an overall concern with two-way communication between the home and the school. One way to reach out will be to have a Parent Math and Reading Data Event to not only discuss testing growth data with the parents, but to provide samples of student work and strategies and best practices for the parents to help their children at home in preparation for the NYS exams with comprehension, short and extended reading questions, and word problems.	
<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>
8/19/19	9/6/19	Teachers and staff will designate a "Family Resource Area" in the building and stock it with books, games, community outreach, and educational information so that parents can borrow and where parents can meet to increase parent/teacher/families' communication.
BTSN TBD		Teachers and staff will have a school orientation welcoming the families so that they will receive a class information letter, tours, talk to teachers, and receive community outreach information for the families.
9/6/19	9/13/19	The principal and BLT will create a list of bilingual speakers available to staff and families at our school events, conferences, etc. and publish the list in the school newsletter so that parent/teacher communication can increase and language will not serve as a barrier.
9/1/19	1/31/20	We will continue to have our teachers, SEL team, administrators, PTO, and Parent Liaison talk to families at drop off and pick up times, call the families, and send letters home so that we can increase communication and attendance to school events for students and families.
9/1/19	1/31/20	Classroom teachers, reading, math, speech specialists, music, art, etc. will write in their monthly school newsletter blurbs about interesting approaches, strategies, best practices being used with the students to increase understanding, so that we can help parents and students at home, and increase communication with the families and teachers.
10/19/19	1/31/20	The administrators will write articles in the monthly school newsletter using data about the school, attendance, and test results, and describe how the school is working to make improvements so that families are informed about our efforts and can participate in improvement
10/19/19	1/31/20	Our Parent Liaison, Instructional Leader, and teachers will continue to offer monthly or bimonthly workshops and professional development sessions so that families understand how children learn and are being taught based on topics suggested by families.
9/1/19	1/31/20	We will offer approximately 8 Family, School, Community Engagement Events at W C Keane so that we can increase communication and understanding for all stakeholders.
9/1/19	10/1/19	Teachers will purchase multicultural chapter books, picture books, and resources with diverse topics that our students can relate to with characters from various races, cultures, and backgrounds to be used in reading groups and as teacher texts so that we increase engagement, communication, and build better relationships.

9/1/19	1/31/20	School will display event signs and flyers in various languages. Teachers will keep communication logs and contact each family at least once a month, with an update on their child, and send home weekly graded work for review once per week, so that we increase communication and understanding of achievement and positive behavioral growth. (Class Dojo, weekly newsletters, weekly/monthly behavioral or academic reports, phone calls, face to face meetings)
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>		We will send out mid-year parent surveys and use the data to adjust action plans. We would expect 60% of parents will agree or strongly agree with the targeted statement.
<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.
2/1/20	5/31/20	Staff will have a Parent Math and Reading Data Event to not only discuss testing growth data with the parents, but to provide samples of student work and strategies and best practices, so that parents can help their children at home in preparation for the NYS exams with comprehension, short and extended reading questions, and word problems to build better communication between families and school.
2/1/20	5/31/20	Staff will have Math Word problem and math resources available for parents and students for their children as extra practice work to be turned into the school to help gain increased student achievement, build better communication between home and school, so that students increase their achievement , build better communication between home and school, and for a reward.
4/20/19	5/31/20	Staff will have Reading Practice Resources available for parents and students for their children as extra practice work to be turned into the school so that student achievement is increased and we build better communication between home and school

**Grades 4 and 8 Science All Students Core Subject**

<b>A1. Science Baseline Data: Provide the most recently available information.</b>	This is the baseline data for the Grade 4 Science exam School Baseline (2017-2018): 165.8 State Baseline (2017-2018): 210 Progress Target 2019-2020: 173.2
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	By January 2020, W. C. Keane Elementary School will know it is on track for meeting or exceeding the state provided measure of New York State Elementary-Level Science (Practice) Tests (Written Test) of 173.2 for Grade 4 Science All Students Core Subject Performance Index based on the practice written tests on the scoring projections provided by May/June 2017 and 2018 written test versions.  By June 2020, W.C. Keane Elementary School will meet or exceed the state provided by measure of New York State Elementary -Level Science (Practice) Tests (Written Test) of 173.2 for Grade 4 Science All Students Core Subject Performance Index based on the practice written tests (2019).
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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,</b>	With the emphasis on ELA/Math improvements, science often takes a "backseat" during the planning of instruction. Our goal will be to provide opportunities to increase focus on our science needs such as the following, students struggle with identifying and eliminating distractors in the Part 1 multiple choice option questions; students struggle with Part 2 written responses in providing acceptable detailed responses; and students struggle with science academic vocabulary.
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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	January 2020	Teachers will set aside 15 minutes three times a week for identifying and eliminating distractors in multiple choice questions using New York State science practice tests so that students are able to identify the correct response and eliminate distractors.
August 2019	January 2020	Teachers will set aside 15 minutes three times a week for answering extended written response questions using New York State science practice tests using various charts and diagrams so that students will provide acceptable detailed responses.
August 2019	January 2020	Teachers will set aside 15 minutes three times a week for science academic vocabulary using vocabulary cards with pictures (that includes illustration with definition) so that students will be able to comprehend and explain science terminology.
September 2019	January 2020	Teachers will incorporate scientific principles, concepts and vocabulary into their daily reading and math blocks so that students will have yearlong exposure to the science curriculum
January 2020	January 2020	Teachers will design and administer a mid-year practice science exam, so that the data can be used to guide the instruction leading up to the exam

<b>E1. Mid-Year Benchmark(s) - Identify what</b>	Students in grades 4 will show an increase in scores from the May/June 2017, 2018 and 2019 New York State Science practice tests by 8%
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**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	January 2020	Staff will analyze the data from the mid-year science practice test. They will engage in a PDSA cycle so that strengths and weakness will be identified and adjustments to instruction can take place.
January 2020	June 2020	Teachers will set aside 15 minutes three times a week for answering extended written response questions using New York State Science practice tests using various charts and diagrams so that students will provide acceptable detailed responses.

January 2020	June 2020	Teachers will set aside 15 minutes three times a week for science academic vocabulary using vocabulary cards with pictures (that includes illustration with definition) so that students will be able to comprehend and explain science terminology.
January 2020	June 2020	Teachers will incorporate scientific principles, concepts and vocabulary into their daily reading and math blocks so that students will have yearlong exposure to the science curriculum
March 2020	March 2020	Provide a 2nd practice science exam to students so that teachers have real time science data to analyze and to form intervention groups
March 2020	March 2020	Staff will analyze the data from the mid-year science practice test. They will engage in a PDSA cycle so that strengths and weakness will be identified and adjustments to instruction can take place.

### Chronic Absenteeism or School-Selected Indicator

<b>A1. Chronic Absenteeism (CA) or School-</b>	Per NYSED Indicator #160 our School baseline was 18% for the 2017-2018 school year	
<b>B1. SCEP Goal for Chronic Absenteeism (if</b>	By the end of the 2019-2020 school year our 3-8 Chronic Absenteeism percentage will decrease to 16%	
<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,</b>	Our current attendance numbers at grades K-5 are below the state minimum. Research shows that there is a direct correlation between attendance and academic success. If K-5 attendance improves at a substantial rate our NYS assessments will show marked improvement. Our data review consisted of a great deal of discussion about the causes of absenteeism in regards to our families. Everything from engagement with school to weather related issues. Our goal will be to minimize these issues for our families in a variety of ways.	
<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.
8-1	9-6-19	An attendance committee will be formed, with representation from all stakeholders so that multiple points of view will be included in our plan
8-1-2019	9-6	Review of attendance data with the purpose of creating a list of students to target during the first quarter of the school year so that targeted interventions can be directed to our most needy students.
9-16-19	9-20-19	Review of attendance data to find root causes of chronically absent students on an individual basis so that an individual plan can be made for each family
9-16-19	9-20-19	Attendance committee with input from staff will write individual attendance plans for the top 30 Chronically absent students so that we can monitor each family and our outcomes for each plan
9-23-19	11-22-19	Attendance committee to meet weekly to track selected students, analyze data, and make adjustments to Individual Attendance Plans as needed so that we can evaluate each plan and adjust or celebrate our successes
12-2-19	12-6-19	Celebrate successes and adjust overall plan as needed so that we can continue to see gains
12-9-19	1-31-20	Attendance committee to meet weekly to track selected students, analyze data, and make adjustments to Individual Attendance Plans as needed so that we can continue to see gains
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	We would expect to see a decrease of at least 8% in the fall and early winter knowing that our highest absenteeism will be over the following weeks	
<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.
2-10-20	3-27-20	Attendance committee to meet weekly to track selected students, analyze data, and make adjustments to Individual Attendance Plans as needed so that chronic absenteeism decreases to below 16%
3-30-20	4-3-20	Celebrate successes and adjust overall plan as needed so that students do not "fall through the cracks"
4-6-20	6-12-20	Attendance committee to meet weekly to track selected students, analyze data, and make adjustments to Individual Attendance Plans as needed so that chronic absenteeism decreases to below 16%
6-15-20	6-19-20	Celebrate successes and adjust overall plan as needed so that the needs of all our CA families are met.