

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010011
School Name:	Lincoln Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Job Thomas	Title	Principal
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Website for Published Plan	http://www.schenectady.k12.ny.us		

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
Job Thomas	Principal	See addendum for signatures	
Stephanie Bonaker	Psychologist		
Chelsea Bergami	Special Education Teacher		
Jen Fox	Special Education Teacher		
Jenn Coorigan	Reading Intervention		

Gina Casieras	Reading Intervention		
Joley McNeil	Reading Intervention		
Erin Campbell	Math Intervention		
Jess Kanciruk	Parent		
Aleecia Persuad	Grade 1 Teacher		
Tanya Vivieros	Grade 1 Teacher		
Loreen Coldrick	Grade 2 Teacher		
Gladys Ofori	Grade 2 Teacher		
Jess Izzo	Grade 3 Teacher		
Jenn Clift	Grade 3 Teacher		
Jenna Palmari	Grade 4 Teacher		
Rachel Richmond	Grade 4 Teacher		
Diana Tabares	Kindergarten		

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
- 4. The SCEP contains at least one evidence-based intervention.
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

<input checked="" type="checkbox"/>	State-Supported
If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.	
Strategy the school will implement:	Elementary School Looping (K/1, 2/3, 4/5). A comprehensive core ELA curriculum is essential to ensuring seamless transitions. This will be a key factor in school-wide looping. District level permission is required to explore, vet, and purchase such a curriculum. However, K/1 will loop effective the 2019-2020 school year, regardless of the purchase of a curriculum because continuity in across these grades is essential.

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 Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Job Thomas	Principal
Stephanie Bonaker	Psychologist
Chelsea Bergami	Special Education Teacher
Jen Fox	Special Education Teacher
Jenn Coorigan	Reading Intervention
Gina Casieras	Reading Intervention
Joley McNeil	Reading Intervention
Erin Campbell	Math Intervention
Jess Kanciruk	Parent
Aleecia Persuad	Grade 1 Teacher
Tanya Vivieros	Grade 1 Teacher
Loreen Coldrick	Grade 2 Teacher
Gladys Ofori	Grade 2 Teacher
Jess Izzo	Grade 3 Teacher
Jenn Clift	Grade 3 Teacher
Jenna Palmari	Grade 4 Teacher
Rachel Richmond	Grade 4 Teacher
Diana Tabares	Kindergarten

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	May 7, 8, 9		
Determining priorities and goals based on the needs identified	May 7, 8, 9		
Identifying an evidence-based intervention	May 6 & May 7		

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/28/2019 & June 3		
Identifying a plan to communicate the priorities to different stakeholders	3-Jun		

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

<p>A1. ELA Baseline Data: Provide the most recently available information.</p>	<p>An examination of the STAR benchmark data reveal that over 70% of students across all grade levels are underperforming and are at high-risk for developing reading difficulties</p> <p>STAR data for grade levels provided:</p> <ul style="list-style-type: none">• Kindergarten at 33% proficient• First grade at 33% proficient• Second grade 21% proficient• Third grade at 27% proficient• Fourth grade at 27% proficient• Fifth grade at 16% proficient <p>A deeper examination of another benchmark tool that address key reading foundational skills (i.e., AIMSweb) also reveals large deficits in student performance.</p> <ul style="list-style-type: none">• Kindergarten; LNF at 42, LSF at 46%• First grade; NWF at 26%, ORF at 24%• Second grade; ORF at 10%• Third grade; ORF at 23%• Fourth grade: ORF at 25%• Fifth grade; ORF at 15% <p>An examination of district developed ELA interim measures that revel student transfer of skills and knowledge reflect significant need. Proficiency rates for grades assessed are provided:</p> <ul style="list-style-type: none">• Second grade; 4.92%• Third grade; 8%• Fourth grade: 4%• Fifth grade; 3.7% <p>Finally, the State Education Agency established baseline for Measures of Interim Progress (MIP) for ELA is 65.2</p>
<p>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup</p>	<p>By January 2020, the "All Students Subgroup" will meet the NYSED provided MIP of 71.1 for ELA via a focus on early literacy foundational skills (i.e., phonological awareness, phonics, language development, explicit vocabulary instruction) through the use of evidence based interventions and techniques. Progress towards the goal will be assessed via benchmark (e.g., STAR) and reading curriculum based measures (i.e., AIMSweb).</p>

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>An examination of the data as well as discussions with varying stakeholders indicate root causes at both the system and practice level.</p> <p>System level:</p> <ul style="list-style-type: none"> • Evidence based comprehensive curricular resources across tiers • Evidence based standard protocol interventions matched to foundational reading skills • Scheduling and/or release time to allow for RtI data routines and horizontal/vertical teaming • Leadership routines to ensure adherence/integrity to current literacy plan and best instructional practices. <p>Practice level:</p> <ul style="list-style-type: none"> • Knowledge of standards, specifically the foundational reading standards • Knowledge and application of curricular resources • Data literacy • Lesson/Unit planning & leadership accountability • Teacher knowledge around the science of promoting literacy achievement 	
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	The principal along with the building leadership team will engage in ongoing discussions with the Schenectady City School District literacy coordinator & ELA coordinator so that a comprehensive Tier 1, evidence based, core curriculum is provided to teachers that promotes alignment in instruction and instructional routines can be secured.
August 2019	August 2019	The principal, along with BLT, will inventory existing tier 2 and tier 3 commercial interventions and assess quality of tool via examination of vendor provided and third party studies so that a standard protocol approach to determining appropriate interventions is achieved for each pillar of literacy.
August 2019	September 2019	The principal, along with the BLT, will research Tier 2 & Tier 3 commercial standard protocols that have a strong evidence base for promoting reading achievement in early literacy foundational skills based on activity above so that these resources can be procured and provided to teachers across all tiers with the tools necessary to promote accelerated growth for struggling readers.
August 2019	September 2019	The principal will purchase evidence based curricular resources and develop a strategic implementation plan (i.e., training for fidelity of implementation) so that teachers have the necessary training and resources for implementing tools as designed.
August 2019	August 2019	The principal will collaborate with new instructional supervisor (building level administrator based at Lincoln Elementary School) in developing a schedule so that building leaders have established routines for a) meeting with grade level teams in unit planning, b) conduct walkthroughs to ensure adherence to literacy plan, and c) strategic PLC routines that allows core program implementation support as well as examination of best practices.
September 2019	October 2019	The principal and instructional supervisor will meet with grade level teams during common planning time so that expectations for adherence (i.e., fidelity) to purchased program are communicated – this will also service as need sensing by which future planning time, classroom support and PLC's can be planned.
September 2019	October 2019	The principal and instructional supervisor will conduct initial program implementation training, with teachers, from core program vendor so that implementation quality is maintained, which will ensure that students are receiving high quality evidence based Tier 1 instruction.
September 2019	October 2019	The principal and instructional supervisor will conduct post benchmark meetings by grade level and deploy interventionists based on standard protocol approach so that all intervention delivered is evidence based.
October 2019	December 2019	The principal and instructional supervisor will conduct weekly walkthrough of the literacy block so that school leaders can ensure integrity to core program along with best practice implementation
October 2019	December 2019	The principal and instructional supervisor, along with the BLT will, review of data assess progress towards meeting NYSED established MIP
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to	The Winter STAR benchmark as well as progress monitoring occurring at all three Tiers according to RtI recommendation will show that students are making accelerated growth in early foundational skills, which will translate 50% of students in all grades achieving the local benchmark, which will translate to the "All Student Subgroup" exceeding the SEA established MIP of 71.1 for ELA.	

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	The principal and instructional supervisor will conduct follow up program implementation training with teachers from core program vendor so that implementation quality is maintained, which will ensure that students are receiving high quality evidence based Tier 1 instruction.
January 2020	June 2020	The principal and instructional supervisors will conduct weekly walkthrough so that school leaders can ensure integrity to core program along with best practice implementation and provide immediate feedback to teachers.
January 2020	February 2020	The principal and instructional supervisor, along with the BLT will, review of data assess progress towards meeting NYSED established MIP and adjustments can be made to address any deficiencies
February 2020	March 2020	Conduct additional follow up job-embedded PD; one for core program, the other for newly purchased standard protocol interventions so that implementation quality is maintained and progress is being made toward meeting student skill gaps.
March 2020	April 2020	The principal and instructional supervisor, along with the BLT will, review of data assess progress towards meeting NYSED established MIP
April 2020	June 2020	The principal and instructional supervisor will make any necessary changes to continue to hone the program and make adjustments to that all skill gaps are being addressed.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	<p>An examination of district developed Math interim measures that reveals significant overarching deficits in overall math skills. Data from intermediate grades follows:</p> <ul style="list-style-type: none"> • Third grade; 4% • Fourth grade; 0% • Fifth grade; 1.7% <p>The State Education Agency established baseline for Measures of Interim Progress (MIP) for Math is 55.3</p>	
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	<p>By January 2020, the "All Students Subgroup" will meet the NYSED established Math MIP of 61.6 via a focus on number sense foundations (e.g., number talks, using manipulative to concretely represent, and building in math instructional routines) as well as targeted evidence based techniques and interventions. Progress towards the goal will be assessed via benchmark (e.g., STAR) and progress monitoring (e.g., MCOMP)</p>	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>An examination of the data as well as discussions with varying stakeholders indicate root causes at both the system and practice level.</p> <p>System level:</p> <ul style="list-style-type: none"> • Leadership routines to ensure adherence/integrity to existing plan as well as instructional practices. • Evidence based techniques, strategies and interventions • Data based decision making routines resulting from a backwards mapping approach • Scheduling and/or release time to allow for RtI data routines and horizontal/vertical teaming • Professional development on core program <p>Practice level:</p> <ul style="list-style-type: none"> • Knowledge of standards • Knowledge and application of curricular resources • Data literacy • Lesson/Unit planning & leadership accountability 	
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	The principal, along with the Building Leadership Team, will continue discussions with SCSD math coordinator to secure professional development on core math program (i.e., Eureka) from program developers so that teachers can develop deep knowledge of program design and implemented as intended.
August 2019	August 2019	The principal, along with the BLT and SCSD Math Coordinator will codify formative grade level assessments in collaboration with grade level teams for the purpose of integrating a response to instruction assessment cycle so that core program resources (i.e., Eureka Math) can be utilized as a resources in meeting skill gaps.
August 2019	September 2019	The principal and instructional supervisor will develop a schedule for walk throughs and lesson plan review, so that building leaders have established routines for ensuring fidelity to program implementing.
September 2019	September 2019	The principal and instructional supervisor will conduct multi-day initial “unpacking the standards” professional learning sessions in grade level bands and for all math teachers so that they are armed with knowledge of desired instructional student outcomes for alignment and as a way to develop competency in using curricular resources.
October 2019	October 2019	The principal and Instructional Supervisor will conduct initial program implementation training with teachers, from the Eureka math developers (e.g., great minds) so that implementation quality is maintained, which will ensure that students are receiving high quality Tier 1 instruction.
October 2019	December 2019	The principal and instructional supervisor will conduct weekly walkthrough so that school leaders can ensure integrity to core program along with best practice implementation and immediate feedback can be provided to teachers
October 2019	December 2019	The principal and instructional supervisor will meet with grade level teams during PLC's to analyze classroom walkthrough data and student data, so that classroom practices can be altered as needed.
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		Winter 2020 STAR benchmark will show that will show that 50% of students in grades 3-5 are that the locally established benchmark, which will result in the “All Student Subgroup” exceeding the NYSED established MIP of 71.1.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2019	June 2019	The principal and instructional supervisor will conduct follow up multi-day initial “unpacking the standards” professional learning sessions in grade level bands and for all math teachers so that they are armed with knowledge of desired instructional student behaviors for alignment and as a way to develop competency in using curricular resources.
January 2019	June 2019	The principal and instructional supervisor will conduct weekly walkthrough so that school leaders can ensure integrity to core program along with best practice implementation

February 2019	February 2019	The principal and instructional supervisor will conduct follow up program implementation training, with teachers, from Eureka math developers (e.g., great minds) so that implementation quality is maintained, which will ensure that students are receiving high quality Tier 1 instruction.
January 2019	June 2019	The principal and instructional supervisor will meet with grade level teams during PLC's to analyze classroom walkthrough data so that classroom practice can be altered as needed.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Curriculum development and support; are you satisfied with the quality of your child's math instruction?
A2: Baseline Data: Provide the most			Over 60% of parents surveyed in the K12insights survey indicated that they disagree/strongly disagree.
B1. SCEP Goal for Survey Question			By January 2020, 80% of parent's completing a school developed survey will indicate that they are satisfied by the quality of their children's math instruction.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			<p>An examination of the data as well as discussions with varying stakeholders indicate root causes at both the system and practice level.</p> <p>System level:</p> <ul style="list-style-type: none"> • School routines to assess parent satisfaction on Math instruction. • School events that focus on Math and to engage parents as partners • Disproportionate focus on early literacy foundational skills. <p>Practice level:</p> <ul style="list-style-type: none"> • Knowledge of standards • Knowledge and application of curricular resources • Data literacy • Lesson/Unit planning & leadership accountability • Regular compunction with parents
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	The principal and instructional supervisor will provide PD on PDSA cycles to teachers, so that strategic instruction and intervention can be delivered for making accelerated growth. This will result in improved student performance leading to greater parent satisfaction on the quality of math instruction.	
August 2019	August 2019	The principal and instructional supervisor will develop school routines to promote greater home school communication including solicitation of feedback on the quality of math instruction throughout the year.	

August 2019	August 2019	The principal will develop a parent survey that can be distributed quarterly so that parent satisfaction on Math instruction can be assessed
August 2019	September 2019	The principal and instructional supervisor will work with BLT in coordinating parent nights that focus solely on Math so that parents can learn about techniques and strategies used to promote student math achievement so that parents can feel confident that best practices are being utilized in their students classrooms.
September 2019	October 2019	The principal and instructional supervisor will conduct initial program implementation training, with teachers, from Eureka math developers (e.g., great minds) so that implementation quality is maintained, which will ensure that students are receiving high quality Tier 1 instruction leading to greater parent satisfaction on the quality of math instruction.
October 2019	October 2019	Teachers will send home initial home school correspondence that includes tips and tricks for parents on Math as well as a survey to monitor progress towards achieving January goal.
October 2019	December 2019	The principal and instructional supervisor will facilitate PDSA cycles that target foundational skills so that student proficiency in math can increase leading to greater parent satisfaction.
December 2019	December 2019	Teachers will send home second home school correspondence that includes tips and tricks for parents on Math as well as a survey to monitor progress towards achieving January goal.
November 2019	November 2019	The principal and instructional supervisor, along with the BLT, will Conduct a math focused family fun night so that parents can learn about strategies and techniques that teachers are using in the classrooms so that parents an assist students at home leading to increased student proficiency, which will lead to parents being satisfied with the quality of math instruction.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see		By January 2020, 95% of parent's completing a school developed survey will indicate that they are satisfied by the quality of their children's math instruction.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	January 2020	The principal and instructional supervisor will facilitate PDSA cycles that target foundational skills so that student proficiency in math can increase leading to greater parent satisfaction.
January 2020	February 2020	The principal and instructional supervisor will conduct follow program implementation training, with teachers, from Eureka math developers (e.g., great minds) so that implementation quality is maintained, which will ensure that students are receiving high quality Tier 1 instruction leading to greater parent satisfaction on the quality of math instruction.

February 2020	February 2020	Teachers will send home third home school correspondence that includes tips and tricks for parents on Math as well as a survey to monitor progress towards achieving June goal
March 2020	March 2020	The principal and instructional supervisor will, along with the BLT, conduct second math focused family fun night so that parents can learn about strategies and techniques that teachers are using in the classrooms so that parents can assist students at home leading to increased student proficiency, which will lead to parents being satisfied with the quality of math instruction.
April 2020	April 2020	Teachers will send home fourth home school correspondence that includes tips and tricks for parents on Math as well as a survey to monitor progress towards achieving June goal.
June 2020	June 2020	The principal will work with the BLT to analyze the data from the end of year DTSDE survey to determine if the school met its goal and establish new goals for the subsequent year.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	<p>An examination of various assessments reveals that almost all ELL students across all grade levels are underperforming and are at high-risk for developing reading difficulties</p> <ul style="list-style-type: none"> • STAR Reading (3-5) scores indicate that 100% of students are in lowest 10th percentile. • District developed ELA Interims for grades 2-5 indicate that 100% of ELL's are in lowest 10th percentile
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	<p>By January 2020, the ENL Subgroup will meet the NYSED provided MIP for ELA (71.1) based on a concerted effort at ensuring coherent instruction and intervention between classroom teachers and all service providers (e.g., reading/math interventionists & ENL teacher). Progress towards the goal will be assessed via benchmark (e.g., STAR), district interims, and progress monitoring (e.g., AIMSweb)</p>
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>An examination of the data as well as discussions with varying stakeholders indicate root causes at both the system and practice level.</p> <p>System level:</p> <ul style="list-style-type: none"> • Evidence Based Program for foundational skills (e.g., Foundations; Words Their Way) • Evidence based Intervention for Tier 2 and Tier 3 instruction • Multicultural literature • PD specific to ELL/Multilingual learners <p>Practice level:</p> <ul style="list-style-type: none"> • Tier 1 differentiated Instruction • Categories of scaffolds (i.e., visuals, sentence frames, graphic organizers, front loading vocab, background knowledge, etc.,) • Scheduling/Release time for lesson planning with classroom teachers
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D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	August 2019	The principal, along with the building leadership team, will identify and warehouse techniques and or strateigs for supporting ELL students so that all teachers can access these tools for the delivery of Tier 1 instruction that is differentiated for ELP students.
September 2019	September 2019	The principal and instructional supervisor will conduct monthly PLC sessions that focus on characteristics of ELL/Multilingual learners and strategies so that all staff can implement practices that promote language development in Tier 1 as well as categories for scaffolds. This will lead to differentiated instruction that will address the language and content goals for ELL learners leading to increased student achievement in reading, resulting in meeting the MIP for ELA
September 2019	September 2019	The principal and instructional supervisor will conduct week long PLC session on how to develop a station rotation model in providing differentiated Tier 1 insturionl so that teachers are equipped with the knoweldge of how to best intergate ELL students into core domain specific subjects.
September 2019	October 2019	The principal and instructional supervisor will conduct bi-weekly walkthroughs so that quality of ELL student experience can be assessed so that follow up PD and staff support can be planned for promoting increased student achievement for the ELL subgroup.
September 2019	December 2019	The principal and instructional supervisor will ensure release time to allow ELL service provider opportunities to meet with and plan with general education teachers and interventions serving ELL students so that there is coherence in instruction and intervention for promoting student achievement in reading, resulting in the ELL subgroup meeting the MIP for ELA.
October 2019	January 2020	The principal and instructional supervisor, along with the BLT will, review of data assess progress towards meeting NYSED established MIP for ELA for the ELP subgroup.
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.		By June 2020, the ENL Subgroup will exceed the SEA provided MIP for ELA (71.1) based on a concerted effort at ensuring coherent instruction and intervention between classroom teachers and all service providers (e.g., reading & ENL teacher). Progress towards the goal will be assessed via benchmark (e.g., STAR), district interims, and progress monitoring (e.g., AIMSweb, MCOMP)

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	The principal and instructional supervisor will conduct monthly PLC sessions that focus on characteristics of ELL/Multilingual learners and strategies so that all staff can implement practices that promote language development in Tier 1 as well as categories for scaffolds. This will lead to differentiated instruction that will address the language and content goals for ELL learners leading to increased student achievement in reading, resulting in meeting the MIP for ELA
January 2020	June 2020	The principal and instructional supervisor will conduct bi-weekly walkthroughs so that quality of ELL student experience can be assessed so that follow up PD and staff support can be planned for promoting increased student achievement for the ELL subgroup.
January 2020	June 2020	The principal and instructional supervisor will ensure release time to allow ELL service provider opportunities to meet with and plan with general education teachers and interventions serving ELL students so that there is coherence in instruction and intervention for promoting student achievement in reading, resulting in the ELL subgroup meeting the MIP for ELA.
February 2020	June 2020	The principal and instructional supervisor, along with the BLT will, review of data assess progress towards meeting NYSED established MIP for ELA for the ELP subgroup.

Social Emotional Behavioral Support		
A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		An examination of annual attendance percentages indicates that overall student attendance is at 92%. A breakdown by grade is provided: <ul style="list-style-type: none"> • Pre-K; 91% • Kindergarten; 91% • Grade 1: 92% • Grade 2: 92% • Grade 3; 93% • Grade 4; 93% • Grade 5: 93% The SEA baseline MIP is 64.2
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		By January 2020, the "All Students Subgroup" will meet the NYSED established CA MIP of 61.6 by implementing attendance review routines as well as partnering with local partners is providing transportation for student in primary grades.
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.		An examination of the data as well as discussions with varying stakeholders indicate the following root causes: <ol style="list-style-type: none"> 1. System wide routines to review student attendance data and target students who are chronically absent 2. Inclement weather during winter months results in students in the primary grades (Pre-K – 2) not attending school. 3. Students who live outside the zone and are not provided bussing.
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	The principal will establish a routine for examining attendance data by grade, section, and student so that families that requiring support in getting their children to school receive the appropriate level of support.

August 2019	August 2019	The principal and instructional supervisor will work with community partners to secure transportation (e.g., CDTA, cabs, rideshare companies) for students and families so that inclement weather is not a deterrent for school attendance.
September 2019	September 2019	The principal and instructional supervisor will communicate attendance plan to staff and work with classroom teachers to identify students who have been chronically absent so that the families of these students are aware of the supports available from the school.
September 2019	December 2019	The principal and instructional supervisor will meet bi-weekly with PPS staff and grade level teams to review attendance data so that strategic outreach can occur for the purpose of reducing barriers to student attendance.
October 2019	December 2019	PPS staff will conduct home visits for families whose students meet threshold for chronic absenteeism (>2 per month) so that school and community resources can be provided to increase student attendance.
October 2019	December 2019	The principal and instructional supervisor, along with teachers, will celebrate weekly and monthly attendance with classroom and school-wide celebrations to encourage students to maintain high levels of attendance.
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		
		By January 2020, the "All Students Subgroup" will exceed SEA established CA MIP of 61.6 by implementing attendance review routines as well as partnering with local partners is providing transportation for student in primary grades.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	March 2020	PPS staff will conduct home visits for families whose students meet threshold for chronic absenteeism (>2 per month) so that school and community resources can be provided to increase student attendance.
January 2020	June 2020	The principal and instructional supervisor will meet bi-weekly with PPS staff and grade level teams to review attendance data so that strategic outreach can occur for the purpose of reducing barriers to student attendance.
January 2020	June 2020	The principal and instructional supervisor, along with teachers, will celebrate weekly and monthly attendance with classroom and school-wide celebrations to encourage students to maintain high levels of attendance.