

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010024
School Name:	Mont Pleasant Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jeffrey Bennett	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
Jeffrey Bennett	Principal	See addendum for signatures	
Jessie Richards	Assistant Principal		
Joseph Coleman	Assistant Principal		
Allison Bonheim	Teacher		
Sarah Karl	Teacher		

Michelle Mannio-Stewart	Teacher		
Kathleen Bemis	Teacher		
Tom Verret	Teacher		
Nicole Forth	Teacher		
Nancy Gauthier	Teacher		
Kenia Bustillo	School Counselor		
Anna Robinson	Parent		
Kristina Graves	Teacher		

Statement of Assurances

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

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

Evidence-Based Intervention

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

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

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

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

<input checked="" type="checkbox"/>	State-Supported	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:	Professional Learning Communities (PLC's)

	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	<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>Additional Evidence-Based Interventions (Optional)</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
Jeffrey Bennett	Principal
Jessie Richards	Assistant Principal
Joseph Coleman	Assistant Principal
Allison Bonheim	Teacher
Sarah Karl	Teacher
Michelle Mannio-Stewart	Teacher
Kathleen Bemis	Teacher
Tom Verret	Teacher
Nicole Forth	Teacher
Nancy Gauthier	Teacher
Kenia Bustillo	School Counselor
Anna Robinson	Parent Liaison
Kristina Graves	Teacher

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	May 2, 2019		
Determining priorities and goals based on the needs identified	May 9, 2019		
Identifying an evidence-based intervention	May 16, 2019		
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	May 28, 2019		

Identifying a plan to communicate the priorities to different stakeholders	May 29, 2019...May 30, 2019..June 4, 2019...June 5, 2019... June 6, 2019		
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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	Teachers are part of the SCEP process. We meet throughout the year each month to review our goals. We review data at monthly faculty meetings and PLC meetings. We disseminate the information throughout the school year. We ensure on the SCEP and Building leadership team we have a representation from each grade level and content area.
Parents with children from each identified subgroup.	Our weekly Parent Focus group allows continually communication with parents. Our Parent Liaison ensures that parent voices are heard. She is active in our community working with families and the school to important the communication process.
Secondary Schools: Students from each identified subgroup	The review of the data, discussions with our students during scheduling meetings, discussions with students during our town hall meetings and discussions with students during team meetings with staff and school counselors

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	At Mont Pleasant Middle School, for the 2017-18 school, the Black Students subgroup had a MIP of 49.1 and the Hispanic Students subgroup had a MIP of 44.1. for the '17-'18 school year and did not meet the measures of interim progress as established by New York State.	
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, MPMS will meet or exceed the state-provided Measure of Interim Progress of 62.7 for Black subgroup students and 64.8 for Hispanic subgroup students by ensuring that teachers are setting instructional goals that address the identified skill gap , monitor progress and creating learning objectives that are measurable and culturally responsive through instructional practices and lesson objectives that are designed to meet the needs of the Black and Hispanic Subgroups.	
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,	Building wide instructional practices to address the social and emotional needs, attendance, and reading gaps for Black and Hispanic Subgroups. Targeted approaches, instructional practices, lesson objectives, and progress monitoring. Lacking strategies to use school and district-based assessments as a means for creating student (or teacher) interventions.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and 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.
September 9, 2019	September 10, 2019	All building wide staff will be trained in Responsive Classroom, Restorative Practices, and Trauma Sensitive Schools so that all staff will develop strategies to implement a targeted approach that meets the Black and Hispanic Subgroup needs. The training will be provided by Building leadership and PPS staff.
September 2019	October 2019	All building wide staff will participate in two Book Studies; School Talk by Mica Pollack and Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor by Zaretta Hammond. The building leadership team will use discussion questions and a collaborative reading process so that all building wide staff are equipped with additional strategies to support their culturally responsive instructional practice.
September 2019	October 2019	Building Leadership team will lead the book study, School Talk by Mica Pollack, that will culminate with an expert speakers on how to use positive language in the classroom so that all building wide staff learn strategies to make better connections with Black and Hispanic subgroups.

September 2019	October 2019	Building Leadership team will lead the book study, Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor by Zaretta Hammond, using reflective questions that push their thinking and sharpen their equity lens. All building wide staff will develop shared language so that culturally responsive practices are developed and instituted to meet the needs of the Black and Hispanic Subgroups.
September 2019	October 2019	Building Leadership team will lead book study meetings during team time (PLCs) and after school weekly, so that all building wide staff are using positive language throughout the school to meet the social and emotional needs of Black and Hispanic Subgroups.
September 2019	June 20	All building wide staff will implement culturally responsive instructional practices learned from book clubs to create learning objectives so that we are meeting the needs of the Black and Hispanic Subgroups.
September 9, 2019	September 30, 2019	ELA and Reading teachers will administer the STAR test to determine the baseline scores of students in the Black and Hispanic Subgroups at the beginning of the school year so that we are able to determine next steps in our literacy instruction for those students.
September 9, 2019	September 30, 2019	Based on Black and Hispanic Subgroups reading gaps, ELA teachers will plan with Special ed, GEC and Reading Teachers so that they can meet the individual literacy needs and set targets to meet the MIP.
October, 2019	Jan 31, 2020	ELA staff will use Check and Connect with Black and Hispanic Subgroups on a weekly basis so that teachers and students are setting instructional goals that address the identified skill gap and monitor progress.
September 9, 2019	Jan 31, 2020	ELA Staff will develop a bi-weekly assessment tool that focuses on the identified skill gap so that ELA staff are monitoring progress.
September 9, 2019	Jan 31, 2020	ELA, Special ed, GEC and Reading Teachers will provide after school hours so that there are opportunities to connect with Black and Hispanic Subgroups in order to continue working on skill gaps and build relationships.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	There will be a 25% growth in targeted students' scores from the October 2019 ELA interim to the December 2019 ELA interim.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	End of January 2020	SCEP team will revisit the Star Data, course grades, book club data, after school program observations, and student surveys and interviews so that we can reassess our plans accordingly to meet the needs of the students in the targeted subgroups.

End of January 2020	End of January 2020	The Principal, with the BLT, will create the second half of the year goals and activities so that the school is able to meet the needs of the students in the targeted subgroups.
End of January 2020	End of June, 2020	All building wide staff will participate in a refresher training in Responsive Classroom, Restorative Practices, and Trauma Sensitive Schools so that all staff will develop strategies to implement a targeted approach that meets the Black and Hispanic Subgroup needs. The training will be provided by Building leadership and PPS staff.
End of January 2020	End of June, 2020	Building Leadership team will continue to meet during team time and after school weekly so that all building wide staff continue using positive language throughout the school to meet the social and emotional needs of Black and Hispanic Subgroups.
End of January 2020	End of June, 2020	All building wide staff will continue implementing culturally responsive instructional practices learned from book clubs so that learning objectives can be created that meet the needs of the Black and Hispanic Subgroups.
End of January 2020	End of June, 2020	ELA and Reading teachers will administer the STAR test so that there is the ability to determine the growth scores of students in the Black and Hispanic Subgroups at the midyear assessment to determine next steps in our literacy instruction for those students.
End of January 2020	End of June, 2020	Based on Black and Hispanic Subgroups reading gaps, ELA teachers will plan with Special ed, GEC and Reading Teachers so that they can meet the individual literacy needs and meet the MIP.
End of January 2020	End of June, 2020	ELA staff will use Check and Connect with Black and Hispanic Subgroups on a weekly basis so that teachers and students are setting instructional goals that address the identified skill gap and monitor progress.
End of January 2020	End of June, 2020	ELA Staff will develop a bi-weekly assessment tool that focuses on the identified skill gap so that ELA staff are monitoring progress.
End of January 2020	End of June, 2020	ELA, Special ed, GEC and Reading Teachers will provide afterschool hours so that there is the ability to connect with Black and Hispanic Subgroups in order to continue working on skill gaps and build relationships.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			At Mont Pleasant Middle School, for the 2017-18 school, the Black Students subgroup had a MIP of 24.1 and the Hispanic Students subgroup had a MIP of 43.2. for the '17-'18 school year and did not meet the measures of interim progress as established by New York State.
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By June 2020, MPMS will meet or exceed the state-provided Measure of Interim Progress of 45.5 for Black Subgroup students and 64.8 for Hispanic subgroup students by ensuring that teachers are setting instructional goals that address the identified skill gap , monitor progress and creating learning objectives that are measurable and culturally responsive through instructional practices and lesson objectives that are designed to meet the needs of the Black and Hispanic Subgroups.
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			Building wide instructional practices to address the social and emotional needs, attendance, and reading gaps for Black and Hispanic Subgroups. The lacking skills and strategies necessary to understand basic math facts (ex. multiplication), word problems, thinking abstractly, thinking critically to complete multi-step problems, and the necessary perseverance to solve multi-step problems are evident in the Black and Hispanic Subgroups. Targeted approaches, instructional practices, lesson objectives, and progress monitoring. Lacking strategies to use school and district-based assessments as a means for creating student (or teacher) interventions.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September 2019	September 2019	All building wide staff will be trained in Responsive Classroom, Restorative Practices, and Trauma Sensitive Schools so that all staff will develop strategies to implement a targeted approach that meets the Black and Hispanic Subgroup needs. The training will be provided by Building leadership and PPS staff.	
September 2019	October 2019	All building wide staff will participate in two Book Studies; School Talk by Mica Pollack and Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor by Zaretta Hammond. The building leadership team will use discussion questions and a collaborative reading process so that all building wide staff are equipped with additional strategies to support their culturally responsive instructional practice.	
September 2019	October 2019	Building Leadership team will lead the book study, School Talk by Mica Pollack, that will culminate with an expert speakers on how to use positive language in the classroom so that all building wide staff learn strategies to make better connections with Black and Hispanic subgroups.	
September 2019	October 2019	Building Leadership team will lead the book study, Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor by Zaretta Hammond, using reflective questions that push their thinking and sharpen their equity lens. All building wide staff will develop shared language around culturally responsive practices so that we are able to meet the needs of the Black and Hispanic Subgroups.	
September 2019	January 2020	Building Leadership team will lead book study meetings during team time and after school weekly, so that all building wide staff are using positive language throughout the school to meet the social and emotional needs of Black and Hispanic Subgroups.	
September 2019	January 2020	All building wide staff will implement culturally responsive instructional practices learned from book clubs to create learning objectives so that the needs of the Black and Hispanic Subgroups are being met.	
September 2019	January 2020	Math and GEC teachers will administer the STAR test to determine the baseline scores of students in the Black and Hispanic Subgroups at the beginning of the school year so that goals are able to be created in determining next steps in our skill building instruction for those students.	

October, 2019	January 2020	Math staff will use Check and Connect with Black and Hispanic Subgroups on a weekly basis so that teachers and students are setting instructional goals that address the identified skill gap and monitor progress.
October, 2019	January 2020	Math staff will use weekly meetings to discuss the data and focus on teaching strategies (higher order thinking skills, perseverance through problem solving, modeling, small groups) so that instructional time can be used differently and ensure students who are absent and struggling with skill development are successful.
September 2019	January 2020	Black and Hispanic Subgroups will be placed in math groups who will rotate throughout the lessons to address current content along with foundational content. There will be co teachers in each on the Black and Hispanic Subgroups classrooms so that the needs of the students in the subgroups are being met.
September 2019	January 2020	Homeroom teacher will conduct Bi-Weekly student check in to review AVID Binder assessment section and assess personal growth to set goals through the use of IXL weekly assessments so that students in the Black and Hispanic Subgroups are learning to set goals and analyzing scores.
September 2019	January 2020	AVID Binders will have assessment section which has the targeted students record scores on Math Interims, IXL, AVID assessments and STAR assessments so that the Black and Hispanic Subgroups are aware of their personal growth and targets.
September 2019	January 2020	STAR math assessment will be completed to provide math teachers with detailed information regarding growth of Black and Hispanic Subgroups so that we are able to monitor our progress and growth from the beginning of the year.
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		If successful, the school would expect to see a 15% increase in proficiency rate from the November Math Interim to the January Interim. Reports would also show over 600 students successfully logged on and answering questions on a weekly basis in the IXL program. Students would have up-to-date information and data in the assessment section of their binder.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
Identify the projected start date for each activity.	the projected end date for each activity.	school year IF it determines that the August to January steps have been successful.
January 2020	End of January 2020	SCEP team will revisit the Star Data, course grades, book club data, after school program observations, and student surveys and interviews so that we can reassess our plans accordingly to meet the needs of the students in the targeted subgroups.
End of January 2020		The Principal with the BLT will create goals and activities for the second half of the year to meet the needs of the students in the targeted subgroups.
January 2020	June 2020	All building wide staff will participate in a refresher training in Responsive Classroom, Restorative Practices, and Trauma Sensitive Schools so that all staff will continue to develop strategies to implement a targeted approach that meets the Black and Hispanic Subgroup needs with fidelity. The training will be provided by Building leadership and PPS staff.
January 2020	June 2020	Building Leadership team will continue to meet during team time (PLC) and after school weekly so that all building wide staff continue using positive language throughout the school to meet the social and emotional needs of Black and Hispanic Subgroups.
January 2020	June 2020	All building wide staff will continue implementing culturally responsive instructional practices learned from book clubs so that they are able to create learning objectives that are meeting the needs of the Black and Hispanic Subgroups.
January 2020	June 2020	Math and GEC teachers will administer the STAR test to determine the growth of students in the Black and Hispanic Subgroups from the beginning to the mid year so that they are able to determine next steps in our skill building instruction for those students.
January 2020	June 2020	Math staff--Check and Connect with Black and Hispanic Subgroups students on a weekly basis so that the students feel valued and emotional needs are met in order to improve attendance and in turn improve math scores.
January 2020	June 2020	Black and Hispanic Subgroups will be placed in math groups who will rotate throughout the lessons to address current content along with foundational content. There will be co teachers in each on the targeted students classrooms so that the skill of the students in the Black and Hispanic Subgroups are being met.
January 2020	June 2020	Homeroom teacher will conduct Bi-Weekly student check in to review AVID Binder assessment section and assess personal growth to set goals through the use of IXL weekly assessments so that students in the Black and Hispanic Subgroups are learning to set goals and analyzing scores.

January 2020	June 2020	AVID Binders will have assessment section which has the targeted students record scores on Math Interims, IXL, AVID assessments and STAR assessments so that the Black and Hispanic Subgroups are aware of their growth.
January 2020	June 2020	STAR math assessment will be completed so that math teachers are provided with detailed information regarding growth of targeted student subgroups.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to	2018-2019 DTSDE Survey for Parents: Family and Community Engagement: How strongly do you agree or disagree with the following statements? Teachers regularly inform me about how my child is doing academically. Percentage Strongly Disagree or Disagree: 47 %.	
A2: Baseline Data: Provide the most recent survey results for the question identified	2018-2019 DTSDE Survey for Parents: Family and Community Engagement: How strongly do you agree or disagree with the following statements? Teachers regularly inform me about how my child is doing academically. Percentage Strongly Disagree or Disagree: 47 %.	
B1. SCEP Goal for Survey Question	By June 2020, MPMS will decrease the percentage of Strongly Disagree or Disagree from 47% to less than or equal to 25% on the 2019-2020 DTSDE Survey for Parents on the question, "How strongly do you agree or disagree with the following statement: Teachers regularly inform me about how my child is doing academically."	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	In evaluation of the 2018-2019 DTSDE Parent Survey, it was decided that an emphasis be placed on regular communication with parents regarding their child's academic process. With 47% of parents disagreeing on our success in this area, we know that it is a priority to do so.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 1, 2019	September 30, 2019	At the beginning of the 19-20 school year, a communication survey will be sent home with all parents so that we can know the best way to make contact with parents (email, phone, text, etc.). Teams will collect the data and distribute using a Google Doc and a campaign to promote the parent portal will be launched.
September 1, 2019	January 31, 2020	Upon the start of the 19-20 school year, teachers will be required to update their online gradebook on Infinite Campus by the end of each week. The gradebooks will be updated so that parents can be regularly updated about their child's academic progress in a timely fashion.
September 1, 2019	January 31, 2020	At the 2019-2020 Back to School Night, an emphasis will be placed on all attending parents being signed up for the Infinite Campus Parent Portal, so that all stakeholders can be consistently updated on their child's progress. Our parent focused group will have a table to encourage parent involvement in school (parent focus group, chaperone events, team meeting, etc)
September 1, 2019	January 31, 2020	The school's various social media accounts will be consistently updated, so that all members of the community can stay updated on all school events.
September 1, 2019	January 31, 2020	Teachers will update the list of student failures every other week, so that regular parent contact can be made informing of the student's performance, and arrangements can be made for the after school program. School counselor will support with a Google Doc created to track.
September 1, 2019	January 31, 2020	The welcome back materials will include a listing of year long events at the school, so that families have advanced noticed. A quarterly newsletter will be produced and sent to parents, so that we can highlight important events and dates in order to maximize parent awareness of their student's progress and events.
<u>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While</u>	The MPMS will know that it is on track for meeting the June goal by monitoring the number of parents logging into parent portal on a weekly basis. The school team will expect that 66% of parents will access the portal, on average, on a weekly basis, as a means for gauging whether or not we will be successful in meeting our end of year goal.	
<u>F1. Action Plan - January 2020 through June 2020</u>		

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	End of January 2020	SCEP team will revisit the parent and student surveys and interviews so that we can reassess our plans accordingly to meet the needs of the students.
January 2020	February 2020	The Principal and Building Leadership team will create the second half of the year goals and activities so that we are able to meet the needs of the students.
January 2020	February 2020	The Principal and Building Leadership team will create a plan to communicate with families that are not accessing parent portal or engaging in other means so that we can ensure we are providing access and opportunities to engage with families.
January 2020	June 2020	The school's various social media accounts will be consistently updated, so that all members of the community can stay updated on all school events.
January 2020	June 2020	Teachers will update the list of student failures every other week, so that regular parent contact can be made informing of the student's performance, and arrangements can be made for the after school program. School counselor will support with a Google Doc created to track.
January 2020	June 2020	Teacher materials will include a listing of events for the second semester at the school and remind families about events on an ongoing basis, so that families have advanced noticed.
January 2020	May 2020	The quarterly newsletter will continue be produced and sent to parents, so that we can highlight important events and dates in order to maximize parent awareness of their student's progress and events.
June 2020	June 2020	The end of year DTSDE survey will be administered to parents so that we can determine our effectiveness at meeting this goal and set a new goal(s) for the subsequent year.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data:			NYS ELA data shows 0% of ELL students scored at or above the 50th percentile
B1. SCEP Goal for English Language			By April 2020, 50% of ELP students will score at or above the 50th percentile on the NYS ELA exam
C1. Area(s) of Need: Indicate the area(s) of			Teachers are not able to meet the needs of the ELL students with current materials and training.
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
August 2019	September 2019	Decide which SIOP components should be included in the templates for ELA Lessons so that teachers will be able to better meet the needs of ELL students	
September 2019	October 2019	Ensure that SIOP is focused on as a part of professional development so that teachers are aware of how they can address the learning needs of ELL students.	
October 2019	January 2020	Teachers will implement reviewed SIOP strategies from PD in classroom lessons so that building leaders will be able to monitor teacher progress during walkthroughs and student intern scores will show growth toward achievement goals.	
November 2019	January 2020	The ELL staff and administration will add a walk thru tool to check implementation of SIOP program components so that it is assured that teachers are following through with the SIOP components during lessons.	
October 2019	January 2020	Building leaders will provide on-going and timely feedback to ELL staff based on walkthrough data so that teachers are able to adjust their instruction in a timely manner and have the biggest impact on meeting the goals for ELL students.	
E1. Mid-Year Benchmark(s) - Identify what			By January 2020, 25% of ELL students will be at or above benchmark on the STAR Reading Assessment and the Winter ELA Interim.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
January 2020	February 2020	Principal will work with the BLT to determine, based on review of STAR and ELA Interim Data, which SIOP should be focused on for increased emphasis of implementing the templates for ELA Lessons with fidelity so that teachers will be able to better meet the needs of ELL students	
February 2020	March 2020	Ensure that SIOP gaps are focused on as a part of professional development offered for the second half of the year so that teachers are aware of how they can address the learning needs of ELL students.	
February 2020	June 2020	Teachers will implement reviewed SIOP strategies from PD in classroom lessons so that building leaders will be able to monitor teacher progress during walkthroughs and student interim scores will show growth toward achievement goals.	
January 2020	June 2020	The ELL staff and administration will continue to use the walk thru tool to check implementation of SIOP program components so that it is assured that teachers are following through with the SIOP components during lessons.	
January 2020	June 2020	Building leaders will provide on-going and timely feedback to ELL staff based on walkthrough data so that teachers are able to adjust their instruction in a timely manner and have the biggest impact on meeting the goals for ELL students.	

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-	In the 2018-2019 school year, 43.07% (342) of our students were chronically absent (less than 90% attendance).	
B1. SCEP Goal for Chronic Absenteeism (if	MPMS will seek to reduce the percent of chronically absent students by 15% (51) by the end of the 2019-2020 school year.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Lack of transportation to and from school; housing instability or homelessness; other commitments at home; low engagement at school; low engagement with families; social emotional stressors; poor school climate; lack of relationships with families.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 1, 2019	January 31, 2020	The school counselors will run the attendance reports each Monday so that the grade level team members can identify students that are chronically absent then reach out to teams to collaborate. We will connect our targeted students to our parent Liaison to wrap around services.
September 1, 2019	January 31, 2020	After a student has 2 absences, grade level team members will call home so that parents can be informed of class absences and school counselors will follow up with parents as well
September 1, 2019	January 31, 2020	Grade level team members will meet with the students identified so that they can identify barriers to attendance and create goals with students.
September 1, 2019	January 31, 2020	Grade level team members will call and meet parents/guardians so that they can cooperatively discuss barriers and offer support to students that are chronically absent (A home visit will be made for parents/guardians that are unable to be reached by phone).
September 1, 2019	January 31, 2020	Grade level team members and Assistant Principals will report to the Principal every other week so that further interventions can be identified and implemented
September 1, 2019	January 31, 2020	The parent liaisons, school counselors, social workers, assistant principals, and other support staff will identify additional resources to support students and families so that together, we can increase attendance. Additional resources will include Crisis Prevention Team, Child Protective Services, and other additional community providers.
September 1, 2019	January 31, 2020	Grade level team members will hold a SBST meeting on each particular student whose attendance falls below 93%, and will implement an attendance intervention plan so that student's attendance can improve and we can prevent them from becoming chronically absent.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to		
By January 2020, MPMS will know it is on track because on-going weekly monitoring will show that we have not increased the number of chronically absent students beyond 28%.		
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	End of January 2020	The Building Leadership team will work with the Principal to reanalyze attendance data and conduct interviews with students and parents so that we can reassess our plans accordingly to meet the needs of the students.
January 2020	June 2020	The Principal, along with the BLT will create the second half of the year goals and activities so that we can effectively meet the needs of the students.

January 2020	June 2020	The school counselors will continue to run the attendance reports each Monday so that the grade level team members can identify students that are chronically absent then reach out to teams to collaborate. We will connect our targeted students to our parent Liaison to wrap around services.
January 2020	June 2020	After a student has 2 absences, grade level team members will continue to call home, or find other avenues for reaching out to parents, so that parents can be informed of class absences and school counselors will follow up with parents as well
January 2020	June 2020	Grade level team members will continue to meet with the students identified so that they can identify barriers to attendance and create goals with students.
January 2020	June 2020	Grade level team members will call and meet parents/guardians so that they can cooperatively discuss barriers and offer support to students that are chronically absent (A home visit will be made for parents/guardians that are unable to be reached by phone).
January 2020	June 2020	Grade level team members and Assistant Principals will continue to report to the Principal every other week so that further interventions can be identified and implemented
January 2020	June 2020	The parent liaisons, school counselors, social workers, assistant principals, and other support staff will identify additional resources to support students and families so that together, we can increase attendance. Additional resources will include Crisis Prevention Team, Child Protective Services, and other additional community providers.
January 2020	June 2020	Grade level team members will hold a SBST meeting on each particular student whose attendance falls below 93%, and will implement an attendance intervention plan so that student's attendance can improve and we can prevent them from becoming chronically absent.