2019-2020 School Comprehensive Education Plan (SCEP)

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Yvette Mercado-Tilley</th>
<th>Title</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>631-345-2735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website for Published Plan</td>
<td><a href="http://www.longwood.k12.ny.us/">http://www.longwood.k12.ny.us/</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvette Mercado-Tilley</td>
<td>Principal</td>
<td></td>
<td>7/28/19</td>
</tr>
<tr>
<td>Carlos Falcon</td>
<td>Assistant Principal</td>
<td></td>
<td>8/10/19</td>
</tr>
<tr>
<td>Janine Villez</td>
<td>Director of Preschool &amp; Elementary Special Education</td>
<td></td>
<td>8/30/19</td>
</tr>
<tr>
<td>Kimberly Longo</td>
<td>Coordinator of Student Support Services</td>
<td></td>
<td>8/30/19</td>
</tr>
<tr>
<td>Amy Garbaz</td>
<td>School Counselor</td>
<td></td>
<td>8/30/19</td>
</tr>
<tr>
<td>Michael MacKenzie</td>
<td>Teacher</td>
<td></td>
<td>8/30/19</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Morgan Daley</td>
<td>Learning Specialist</td>
<td>Morgan Daley</td>
<td>7/23/2019</td>
</tr>
<tr>
<td>Kerry Blumenauer</td>
<td>Learning Specialist</td>
<td>Kerry Blumenauer</td>
<td>7/23/2019</td>
</tr>
<tr>
<td>Dana Rollins</td>
<td>Teacher</td>
<td>Dana Rollins</td>
<td>7/23/2019</td>
</tr>
<tr>
<td>Marcella Crispino</td>
<td>ENL Teacher</td>
<td>Marcella Crispino</td>
<td>8/30/19</td>
</tr>
<tr>
<td>Suzanne Akerberg</td>
<td>Learning Specialist</td>
<td>Suzanne Akerberg</td>
<td>8/20/19</td>
</tr>
<tr>
<td>Lance Lohman</td>
<td>Director of Curriculum for ELA, Math, &amp; Science</td>
<td>Lance Lohman</td>
<td>7/2/3/2019</td>
</tr>
<tr>
<td>Stephanie Columbia</td>
<td>Director of Mental Health Services and Student Attendance</td>
<td>Stephanie Columbia</td>
<td>7/2/3/2019</td>
</tr>
<tr>
<td>Kimberly Brocchimuzzo</td>
<td>Parent</td>
<td>Kimberly Brocchimuzzo</td>
<td>7/24/2019</td>
</tr>
<tr>
<td>Tracy Poulton</td>
<td>Director of Curriculum for Social Studies, LOTE &amp; ENL</td>
<td>Tracy Poulton</td>
<td>7/23/2019</td>
</tr>
<tr>
<td>Lisa Mato</td>
<td>Director of Special Programs &amp; Data Reporting</td>
<td>Lisa Mato</td>
<td>7/23/19</td>
</tr>
</tbody>
</table>
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.
**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.

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>Yvette Mercado-Pileyes</td>
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<td>Tracy Poulton</td>
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</tr>
<tr>
<td>Lisa Mizto</td>
<td>Director of Special Programs &amp; Data Reporting</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>SCEP Steps</th>
<th>Date(s) this was done with stakeholders</th>
<th>Initials of those involved</th>
<th>If applicable: ideas discussed but not pursued (up to 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing multiple sources of feedback to identify needs and root causes</td>
<td>6/13, 6/10, 6/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining priorities and goals based on the needs identified</td>
<td>7/1, 7/10, 7/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stakeholder group</td>
<td>How the perspectives of this group have been incorporated into the SCEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers responsible for teaching each identified subgroup</td>
<td>Teachers on the team represented the ELL subgroup, students receiving Academic Intervention Services as well students with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents with children from each identified subgroup</td>
<td>Parent involved represented general and students with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Schools: Students from each identified subgroup</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>State-Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Coaching - provide professional development to support curriculum and instructional practices. This position will provide individualized and time-intensive supports. It will be sustained through the 2019-2020 school year with a specific focus of the reading and writing workshop model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy the school will implement:</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Strategy the school will implement:</th>
<th>Clearinghouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating from Clearinghouse</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Strategy the school will implement:</th>
<th>ESSA Evidence-Based Tier (1, 2, 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to research or citation (if citation is used then research must)</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

- **Principal Leadership Development** - As supported by the District Comprehensive Improvement Plan supporting Professional Learning Communities, Learning Walks to observe particular practices in classrooms for the purpose of improve learning.

- **Restorative Practice** - As supported by the District Comprehensive Improvement Plan. All administration and key individuals will receive training on Module 1 of Restorative Practice as well as the creation of a multi-year plan for implementation.
# English Language Arts

All Students Combined Composite and Student Growth Level was a level 1. The performance index score for all students 2017-18 was 41.8.

## A1. ELA Baseline Data: Provide the most recently available information.

## B1. SCEP Goal for English Language Arts
T3I schools: identify the subgroup AND the subgroup goal for each identified subgroup.

By June 2020 the goal is to meet or exceed the MIP for all students. The MIP for 2019-2020 is 55.8.

## 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.

DTSD Education: Many lessons are teacher led and provide few opportunities for student interaction and meaningful discussion. Most activities that teachers plan are not informed by a detailed analysis of students’ prior learning or academic needs. Teachers do not routinely use learning objectives to extend student knowledge of what they are learning in the lesson. The school leaders have not developed or implemented a strategic plan for schoolwide improvement and student achievement. For example, although teachers should be implementing the workshop model in English language arts (ELA), the school leaders reported they have not been monitoring whether teachers use the workshop model in their ELA classes.


**D2. Start Date:** Identify the projected start date for each activity.

**D3. End Date:** Identify the projected end date for each activity.

**D4. Steps to Address Areas of Need and Improve Goal:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Steps to Address Areas of Need and Improve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15/2019</td>
<td>8/2019</td>
<td>ELA committee will scaffold curriculum for the use of balanced literacy workshop programs.</td>
</tr>
<tr>
<td>7/2019</td>
<td>1/2020</td>
<td>Professional development on the workshop model will take place on a monthly basis during common planning periods.</td>
</tr>
<tr>
<td>7/2019</td>
<td>1/2020</td>
<td>Administration will monitor implementation of the workshop model and provide meaningful feedback.</td>
</tr>
<tr>
<td>8/2019</td>
<td>1/2020</td>
<td>Administration and teachers will collaboratively analyze ELA data from the beginning of the year benchmark examination in order to inform instruction and address specific student needs.</td>
</tr>
<tr>
<td>Date</td>
<td>Instructional coaches will provide support to ELA teachers with the implementation of the workshop model and the development of student centered instructional experiences.</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Data from benchmarks will be analyzed for student performance and growth. Benchmark used are the following: i-Ready for reading. Grade 5, Tier 1 will increase by 10%, Tier 2 will increase by 4% and Tier 3 to decrease by 6%. Grade 6, Tier 1 will increase by 6%, Tier 2 will increase by 2% and a decrease of Tier 3 by 4%.</td>
<td></td>
</tr>
</tbody>
</table>

**F1. Action Plan - January 2020 through June 2020**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Continue professional development for workshop model and lesson plan development for collaborative lesson planning on a monthly basis during common planning.</td>
</tr>
<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Administration will continue to monitor the implementation of the workshop model and provide meaningful feedback.</td>
</tr>
<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Administration and teachers will continue to collaboratively analyze ELA data for school-wide improvement and student achievement at building and district-level meetings.</td>
</tr>
<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Instructional coaches will continue to support teachers with the implementation of the workshop model and the development of student centered instructional experiences. These meetings will memorialized throughout coaching cycles utilizing the coaching cycle planning documents.</td>
</tr>
<tr>
<td>5/1/2020</td>
<td>6/25/2020</td>
<td>ELA committee will meet to discuss and revise necessary changes to the workshop model for the 2020-2021 school year.</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A1. Mathematics Baseline Data:** Provide the most recently available information.

*All Students Combined Composite and Student Growth Level was a Level 1.*

*The performance index score for all students 2017-18 47.9*

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**B1. SCEP Goal for Mathematics**

*Test schools: Identify the subgroup AND the subgroup goal for each identified subgroup.*

*By June 2020 the goal is to meet or exceed the MIP for all students which is 63.8*

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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.

*DT50E Feedback: Many lessons are teacher led and provide few opportunities for student interaction and meaningful discussion. Parents and some students reported that the school does not provide enough challenge for high performing students or suitable extension activities to address their needs. Most activities that teachers plan are not informed by a detailed analysis of students' prior learning or academic needs.*

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|--------------------------------------------------|

<table>
<thead>
<tr>
<th>D2. Start Date: Identify the projected start date for each activity.</th>
<th>D3. End Date: Identify the projected end date for each activity.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8/2019</td>
<td>7/11/2019</td>
<td>Math committee will meet to align the new Go Math program with the Next Generation Math Standards to revise math curriculum.</td>
</tr>
<tr>
<td>9/1/2019</td>
<td>1/3/2020</td>
<td>Professional development on the inquiry model will take place on a monthly basis during common planning periods.</td>
</tr>
<tr>
<td>9/1/2019</td>
<td>1/3/2020</td>
<td>Administration will monitor implementation of the inquiry model and provide meaningful feedback.</td>
</tr>
<tr>
<td>9/1/2019</td>
<td>1/3/2020</td>
<td>Administration and teachers will collaboratively analyze math data from the beginning of the year benchmark examination in order to inform instruction and address specific student needs.</td>
</tr>
<tr>
<td>9/1/2019</td>
<td>1/3/2020</td>
<td>Instructional coaches will provide support to math teachers with the implementation of the inquiry model and the development of student centered instructional experiences.</td>
</tr>
</tbody>
</table>

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**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. Data from benchmarks will be analyzed for student performance and growth. Benchmark used are the following: GoMath! Increase student performance on the benchmark by 5%.

<table>
<thead>
<tr>
<th>Fi. Action Plan - January 2020 through June 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F2. Start Date:</strong></td>
</tr>
<tr>
<td>1/3/2020</td>
</tr>
<tr>
<td>1/3/2020</td>
</tr>
<tr>
<td>1/3/2020</td>
</tr>
<tr>
<td>1/3/2020</td>
</tr>
<tr>
<td>5/1/2020</td>
</tr>
</tbody>
</table>
# Survey

**A1. Survey Question:** Provide the survey question for which the school is looking to improve its results

T25 - Struggling and disengaged students receive the support necessary to be successful.

**A2: Baseline Data:** Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.

As per the June 2019 survey, 49% of teachers are in total agreement that struggling and disengaged students receive the support necessary to be successful.

**B1. SCEP Goal for Survey Question**

By June 2020, 60% of teachers are in total agreement that struggling and disengaged students receive the support necessary to be successful based on a survey and anecdotal documents, and an increase in ELA and Mathematics benchmark and summative scores.

**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.

DSDTE Feedback: Many lessons are teacher led and provide few opportunities for student interaction and meaningful discussion. The ITT observed a wide range of lessons, and in the majority of the classes, the teacher dominated the lesson and provided students with few opportunities to join in discussions or work together on joint projects. For example, in a math lesson the team observed the teacher talked rapidly for 20 minutes while writing examples on the white board. Teachers often asked students questions that could be answered with a single word, and most of the time students sat passively during lessons and were not engaged in active learning. The ITT also observed that the desks in several classroom areas were separated and facing the white board, making it difficult for students to interact or have discussions.

**D1. Action Plan - August 2019 through January 2020**

<table>
<thead>
<tr>
<th>D2. <strong>Start Date:</strong> Identify the projected start date for each activity.</th>
<th>D3. <strong>End Date:</strong> Identify the projected end date for each activity.</th>
<th>D4. <strong>Steps to Address Areas of Need and Achieve Goal:</strong> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/15/2019</td>
<td>7/18/2019</td>
<td>ELA and math committees will scaffold curriculum for the use of balanced literacy workshop and math inquiry model.</td>
</tr>
<tr>
<td>7/15/2019</td>
<td>1/3/2020</td>
<td>Professional development regarding the workshop for reading and writing and inquiry model for math will take place on a monthly basis during common planning.</td>
</tr>
<tr>
<td>7/8/2019</td>
<td>1/3/2020</td>
<td>Instructional coaches will support teachers with the implementation of the workshop model and inquiry model and the development of student-centered instructional experiences. These meetings will memorialized throughout coaching cycles utilizing the coaching cycle planning documents.</td>
</tr>
<tr>
<td>9/3/2019</td>
<td>1/3/2020</td>
<td>Administration will monitor implementation of the workshop and inquiry models and provide meaningful feedback.</td>
</tr>
<tr>
<td>9/3/2019</td>
<td>1/3/2020</td>
<td>Administration and teachers will collaboratively analyze ELA and math data from the beginning of the year benchmark examination in order to inform instruction and address specific student needs.</td>
</tr>
<tr>
<td>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.</td>
<td>Teachers will complete a google questionnaire that includes the question: Struggling and disengaged students receive the support necessary to be successful. The mid-year benchmark will be 55% of teachers will be in total agreement.</td>
<td></td>
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</tbody>
</table>

| **F2. Start Date** | **F3. End Date** | **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. |
| 1/3/2020 | 6/25/2020 | Professional development regarding the workshop for reading and writing and inquiry model for math will continue to take place on a monthly basis during common planning. |
| 1/3/2020 | 6/25/2020 | Instructional coaches will continue to support teachers with the implementation of the workshop model and inquiry model and the development of student-centered instructional experiences. These meetings will be memorialized throughout coaching cycles utilizing the coaching cycle planning documents. |
| 1/3/2020 | 6/25/2020 | Administration will continue to monitor implementation of the workshop and inquiry models and provide meaningful feedback. |
| 5/1/2020 | 6/25/2020 | ELA and math committees will meet to discuss and revise necessary changes to the workshop and inquiry model for the 2020-2021 school year. |
| 6/10/2020 | 6/25/2020 | Teachers will complete a google questionnaire that includes the question: Struggling and disengaged students receive the support necessary to be successful. The data will be analyzed at a faculty meeting in order to identify and address deficits in meeting the needs of all students. |
## English Language Proficiency (ELP) or School-Selected Indicator

### A1. ELP or School-Selected Baseline Data
Provide the most recently available information.

- The performance index success ratio for all students 2017-2018: 0.85

### B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)

- By June 2020, index success ratio of .9

### 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.

- DTSDE Feedback:
  - Many lessons are teacher led and provide few opportunities for student interaction and meaningful discussion.
  - Most activities that teachers plan are not informed by a detailed analysis of students’ prior learning or academic needs.
  - Teachers do not routinely use learning objectives to extend students’ knowledge of what they are learning in the lesson.
  - The school leaders have not developed or implemented a strategic plan for schoolwide improvement and student achievement. For example, although teachers should be implementing the workshop model in English Language Arts (ELA), the school leaders reported they have not been monitoring whether teachers use the workshop model in their ELA classes.
  - Survey results:
    1. Strengthening student-teacher and parent-teacher relationships.
    2. Build teacher capacity to support and engage English Language Learners to their full academic, social and linguistic potential.

### D1. Action Plan - August 2019 through January 2020

#### D2. Start Date: Identify the projected start date for each activity.

- 9/1/2019
- 9/9/2019
- 9/16/2019
- 10/1/2019

#### D3. End Date: Identify the projected end date for each activity.

- 1/1/2020
- 9/15/2019
- 1/3/2020
- 1/3/2020
- 11/27/2019

#### 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.

- Professional development will be provided on ENL strategies and methodologies.
- Re-introduce language line and calling points to all staff to strengthen school to home connection.
- Administration will observe ELs engaged in student-centered learning experiences and provide meaningful feedback.
- EL students will create personal reading and writing goals and self-assess their progress toward goals.
- ENL Family Night will invite all EL students, parents and families to inform and speak about how to support students and their families.
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.  

Data from benchmarks will be analyzed for student performance and growth. LAS Links will be used to benchmark ELLs in the four modalities, speaking, reading, writing and listening. The benchmark goal is 9.

<table>
<thead>
<tr>
<th>F2. Start Date</th>
<th>F3. End Date</th>
<th>F4. Steps to Address Areas of Need and Achieve Goal</th>
<th>In each cell below, identify the steps the school envisions taking in the second half of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>ELL students will continue to create personal reading and writing goals and self-assess their progress toward goals.</td>
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<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Continue using language line and talking points to all staff to strengthen school to home connection.</td>
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<tr>
<td>1/3/2020</td>
<td>6/25/2020</td>
<td>Administration will continue to observe ELLs engaged in student-centered learning experiences and provide meaningful feedback.</td>
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<tr>
<td>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</td>
<td>The school’s 2017-2018 chronic absenteeism rate was 16%.</td>
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<tr>
<td>B1. SCEPT Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</td>
<td>By June 2026, the school’s Chronic Absenteeism rate will be at or below 14.5%.</td>
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<tr>
<td>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEPT Development Team’s review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</td>
<td>The percentage of students identified as chronically absent has increased every year for the past two years. A stronger school to home connection needs to be developed in order to gain parent support in reducing chronic absenteeism. A more engaging student-centered learning environment needs to be developed in order to encourage student attendance and develop a sense of belonging. Parents need support in connecting with outside agencies to provide strategies and interventions to address barriers to student attendance.</td>
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</table>

<p>| 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. |
| 8/21/2019 | 8/22/2019 | During 5th grade orientation, information will be shared with parents/guardians and students on the impact of attendance on academic and social/emotional achievement. |
| 9/24/2019 | 9/25/2019 | During Open-House, information will be shared with parents/guardians and students on the impact of attendance on academic and social/emotional achievement. Lessons will be provided as part of the mental health curriculum that are specifically aligned with the building’s attendance initiative(s). |
| 5/2/2019 | 5/3/2019 | Attendance data will be communicated to all faculty and staff throughout the first half of the school year. |
| 5/3/2019 | 5/4/2019 | Teachers and/or school staff will make parent contact for previously identified students to establish a positive relationship. |
| 9/3/2019 | 9/4/2019 | School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. The data committee will create posters to display throughout the school emphasizing the importance of regular school attendance. |
| 9/16/2019 | 9/17/2019 | The data committee will review 2018-2019 attendance data to develop a list of 6th grade students who were chronically absent in 18-19. |
| 9/23/2019 | 9/24/2019 | School Wellness Team will work toward developing Tier 1, Tier 2 and Tier 3 attendance supports to create an engaging school climate. |
| 9/9/2019 | 9/10/2019 | The wellness team will conduct bi-weekly meetings and cover the three set topics: 1) Review attendance data and identify students in September and October who have missed 5 or more school days. Members of the wellness team will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers and provide additional supports. |
| 11/12/2019 | 11/13/2019 | The wellness team will review the first quarter’s attendance data and response to interventions in order to monitor progress, make adjustments, and provide new students with appropriate supports. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>9/1/2019</td>
<td>11/29/2019</td>
<td>Individualized plans will be made up by the wellness team. The wellness team will conduct its monthly meeting and cover set topics: 1) Review attendance data from September, October, and November and identify students who are chronically absent. The wellness team will review and modify individualized plans for students to address barriers to school attendance. 2) Review, revise, and confirm the status of those students receiving Tier 2 and Tier 3 supports. Determine if supports should continue, increase, or decrease. 3) If necessary, schedule a meeting with the mentor assigned to any student in this group that has missed 10 or more school days to determine if additional support is needed.</td>
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<tr>
<td>Ongoing</td>
<td>Ongoing</td>
<td>The wellness team will work with families to engage the support of outside agencies to address barriers that are beyond the school’s capacity. Staff mentors will meet with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plan developed by the attendance committee to address barriers to school attendance. School administration will emphasize the importance of regular school attendance in the monthly parent newsletter.</td>
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<tr>
<td>12/9/2019</td>
<td>12/20/2019</td>
<td>Should any child record a total of 15 or more of absences, the child will be placed on “high alert.” The wellness team will identify a series of strategies to ensure that child limits absences in the future. As a Tier 3 support, a wellness team member and potential staff member may conduct a home visit to further assess the ways in which additional support can be provided.</td>
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<tr>
<td>12/16/2019</td>
<td>12/20/2019</td>
<td>In December information will be prepared to distribute in January for all families to receive the overall attendance rate to date, and the importance of attendance and its effects on academics and social emotional achievement.</td>
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<td>E3. 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.</td>
<td>The school’s Chronic Absenteeism rate will be at or below 15.25%.</td>
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<tr>
<td>F3. Action Plan - January 2020 through June 2020</td>
<td>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 year.</td>
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</tr>
<tr>
<td>F2. Start Date:</td>
<td>F3. End Date:</td>
<td>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 year.</td>
</tr>
<tr>
<td>1/2/2020</td>
<td>6/25/2020</td>
<td>School wellness team will continue to work towards developing tiered attendance supports to create an engaging school climate.</td>
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<tr>
<td>1/4/2020</td>
<td>6/25/2020</td>
<td>The wellness team will continue to conduct bi-weekly meetings and contact families of students to discuss the importance of regular school attendance and identify any barriers and provide additional supports.</td>
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<tr>
<td>2/2/2020</td>
<td>6/25/2020</td>
<td>The wellness team will continue to review quarterly attendance data and response to interventions in order to monitor progress, make adjustments, and provide new students with appropriate supports.</td>
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<tr>
<td>3/2/2020</td>
<td>6/25/2020</td>
<td>The wellness team will conduct its monthly meeting and cover set topics: 1) Review attendance data from December through June and identify students who are chronically absent. The wellness team will review and modify individualized plans for students to address barriers to school attendance. 2) Review, revise, and confirm the status of those students receiving Tier 2 and Tier 3 supports. Determine if supports should continue, increase, or decrease. 3) If necessary, schedule a meeting with the mentor assigned to any student in this group that has missed 10 or more school days to determine if additional support is needed.</td>
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<tr>
<td>5/26/2020</td>
<td>6/25/2020</td>
<td>The staff, faculty, and school community will continue to work together to identify strategies to encourage and promote attendance in June.</td>
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<td>6/15/2020</td>
<td>6/25/2020</td>
<td>The wellness team, along with all faculty and staff, will review the success of the 2019-2020 initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the following school year.</td>
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