

LEA Name:	Elmira City School District
LEA BEDS Code:	0706002010000
School Name:	Parley Coburn Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Chris Sancomb	Title	Principal
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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
Kelly Doherty-Maggs	Assistant Principal		07.01.19
Patrice Theetge	School counselor		07.01.19
Heather Dufrain	Classroom Teacher		07.01.19
Paula Hackett	Classroom Teacher		07.01.19
Josh Teeter	Classroom Teacher		07.01.19
Toni Edwards	Parent/Family representative		07.01.19
Stacy Perkins	Classroom Teacher		07.01.19
Terri Richer	Classroom Teacher		07.01.19
Karin Fargo	Classroom Teacher		07.01.19

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: Principal Leadership

	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)	

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
Kelly Doherty-Maggs	Assistant Principal/Elmira City School District
Marnie Malone	Supervisor of Academic Excellence/Elmira City School District
Keary Miller	Data and Curriculum Coordinator/Elmira City School District
Patrice Theetge	School Counselor/Elmira City School District
Heather Dufrain	Teacher/Elmira City School District
Paula Hackett	Teacher/Elmira City School District
Joshua Teeter	Teacher/Elmira City School District
Stacy Perkins	Teacher/Elmira City School District
Terri Richer	Teacher/Elmira City School District
Karin Fargo	Teacher/Elmira City School District
Toni Edwards	Parent Partner/Elmira City School District

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	5/13/2019	JJ, KD-M, MM, KM, All Teachers	Review of Data and Identified Stakeholders
Determining priorities and goals based on the needs identified	4/29/2019; 5/13/19	KD-M, MM, KM, HD, KF, TR, JT, PT, TE	Review of data
Identifying an evidence-based intervention	4/29/19; 5/13/19	KD-M, MM, KM, HD, KF, TR, JT, PT, TE	Review of DTSDE Framework

Meaningful Stakeholder Participation

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	4/29/19; 5/13/19	KD-M, MM, KM, HD, KF, TR, JT, PT, TE	Review of Current Activities
Identifying a plan to communicate the priorities to different stakeholders	4/29/19; 5/13/19	KD-M, MM, KM, HD, KF, TR, JT, PT, TE	

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	Keary Miller, All Classroom Teachers: The strategies and practices implemented in the SCEP are best practices for all students.
Parents with children from each identified subgroup.	Toni Edwards: Next year we can shift the family engagement to promote activities to target this subgroup and their families.
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			Coburn's 2017-2018 ELA Academic Achievement Data is 76.7 for the Subgroup of Mutiracial Students.
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			Since the school exceeded the 2019-20 MIP, Coburn's s ELA Academic Achievement goal for the 2019-2020 school year is 79.7 which is the 2020-2021 for Multiracial students.
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.			Parley Coburn Elementary School was identified as a TSI school for the 2019-2020 school year, identified for multiracial students. After reviewing student ELA state assessment data by subgroup it was evident that it is essential for a focus on literacy instruction with tiered interventions to continue. The feedback from the District led review that was conducted in March 2019 indicated to proritize instructional practice through the lens of addressing literacy performance. The school has implemented Read 180 and System 44 as the Tier II intervention program. All students in the school are in a Tier II literacy intervention program. The teachers and school leaders expressed an interest in having 60 minutes per day for the literacy interventions. In order to do this, instead of having 60 minutes for grade level ELA time, they will now have 45 minutes. The gains that the students are making in the Tier II interventions are equal to or more than 1 academic year in 6 months of instruction without having the full 60 minutes. Anticipated gains by having the full 60 minutes are 1.5- 2 years of academic progress for students. The school leader required data binders for each student be implemented three years ago. While all teachers have data binders for all students, they are not being implemented or used the same way. In order to ensure that students and families understand the academic gains being made, a consistent approach to maintaining and sharing data is necessary. Parents expressed in the interview that the inconsistency was difficult across grade levels and teachers. Students for the most part were unsure what was in the binder or why they had a binder.
<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.	
08.01.19	01.01.20	Teachers will design instructional scaffolds for students to access Tier I instruction. These plans will be documented using a tool such as a supplemental lesson plan created by teachers.	
08.01.19	01.01.20	Based on the Elmira City SD Tier II placement guidelines students will be placed in an instructional level literacy program specifically designed to meet their identified needs. These literacy programs will enhance their comprehension and decoding abilities so as to close the gap their level of performance and grade level expectations. Students will be placed in either Read 180 or System 44.	
08.01.19	01.01.20	Student progress monitoring data will be monitored monthly by grade level teams and groupings will be adjusted accordingly.	

08.01.19	01.01.20	Teachers will include simultaneous student engagement strategies in their daily instruction. These could include but are not limited to the Expeditionary Learning protocols and Teach Like a Champion techniques.
08.01.19	01.01.20	School leaders will develop a calendar to collect teacher daily lesson plans.
08.01.19	01.01.20	School leaders will provide either written or verbal feedback on collected lesson plans.
08.01.19	01.01.20	School leaders will update the ELA instructional block to accommodate for Tier II instruction. 45 minutes of module instruction and 60 minutes of Tier II instruction will be scheduled.
08.01.19	01.01.20	Student Data Binders will be developed and a set criteria with expectations will be outlined for the purpose and use of the student data binders.
		Student ownership of their data will be promoted.
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.		One can expect to see informal walk-through data collected and shared with staff. Lessons will address the individualized needs of all students. One will see students moving between groups because teachers are appropriately utilizing student growth and performance data. Student literacy performance rates will continue to increase and more students will be on grade level. One will see feedback on teacher lesson plans. Feedback provided to teachers will be visible on formal teacher observations. One will see students sharing and discussing their data and articulating their learning goals.

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and 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.
01.01.20	06.01.20	School leadership team will collaborate with grade level PLCs to revisit and refine the supplemental lesson plan to make adjustments accordingly.
01.01.20	06.01.20	School leadership team will monitor student literacy data to identify success areas and target areas.
01.01.20	06.01.20	Student Data Binders will be utilized to place students appropriately and drive instruction. Student data binders will be shared during RTI, parent/teacher conferences and other meetings when student performance is discussed.
01.01.20	06.01.20	The school leadership team will identify and plan to celebrate students who show growth and achievement.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	Coburn's Math Academic Achievement MIP for the 2017-2018 school year for multiracial students was 67.8.
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	Coburn's 2019-2020 MIP for multiracial students' Math Achievement is 80.8. Coburn's goal is to show progress toward the 2019-2020 MIP. Coburn's goal is to increase from 67.8 to 72.8.
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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.	Coburn Elementary is identified as a TSI school for the 2019-2020 school year for multiracial students. After reviewing student Math state assessment data it was evident that it is essential for a focus on math instruction with tiered interventions. The feedback from the District led review that was conducted in March 2019 read that math instruction was primarily whole group with limited scaffolds and differentiation. It was concluded that this impacted student academic performance. Prioritizing instructional practice through the lens of building students' math abilities to close the achievement gap is crucial.
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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.
08.01.19	01.01.19	Teachers will design instructional scaffolds for students to access Tier I instruction. These plans will be documented using a tool such as a supplemental lesson plan created by teachers.
08.01.19	01.01.19	Student progress monitoring data will be monitored monthly by grade level teams and groupings will be adjusted accordingly.
08.01.19	01.01.19	Teachers will include simultaneous student engagement strategies in their daily instruction. These could include but are not limited to the Expeditionary Learning protocols and Teach Like a Champion techniques.
08.01.19	01.01.19	School leaders will develop a calendar to collect teacher daily lesson plans.
08.01.19	01.01.19	School leaders will provide either written or verbal feedback on collected lesson plans.
08.01.19	01.01.20	Teachers will be provided with monthly district trainings regarding Tier II mathematics instruction including Math 180 and Do the Math.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			The survey question the leadership team selected to set a goal for the 2019-2020 school year reads, "Student behavior does not interfere with instruction."
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.			Results from question #69 from the teacher survey indicate that 83% of teachers believe student behavior interferes with classroom instruction.
B1. SCEP Goal for Survey Question			Coburn's goal for the survey question for the 2019-2020 school year is for 50% of teachers to report that student behavior does not interfere with 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.			During the District led visit it was observed during classroom visits that structures of Restorative Practice were in place. These were things such as restorative circles, treatment agreements and SPARKS. However, there was no context for the implementation of these structures and there were missed opportunities to reference the treatment agreements or conduct a circle. The philosophy of Restorative Practice and level of understanding is limited. The school has invested in every student to receive yoga class at least 1x per week. However, teachers are not aware of what is being taught to students and as a result are not able to consistently reinforce the strategies being taught to students within the academic classrooms. Strategies such as mindfulness and self regulation are being presented to students during Yoga but teachers are not translating these strategies back to the classrooms consistently. Yoga is viewed as a special area class similar to Art and Music and therefore is not reaching the classroom level. During student interviews from the visit students reported that they knew what strategies to use in the classroom from Yoga but teachers reported they did not know what students were learning during Yoga class.
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.	
9/1/2019	1/1/2020	Professional Development will occur during the first half of the school year with a focus on the foundation and structures of Restorative Practice.	
9/1/2019	1/1/2020	The school leaders will include Restorative Practice as one of the look-fors in the walk through tool to monitor implementation and to provide feedback.	
9/1/2019	1/1/2020	The school will develop a common language and common understanding of Restorative Practice.	
9/1/2019	1/1/2020	Teachers will experience professional development centered on mindfulness and self regulation in order for them to promote students to utilize the skills taught in Yoga.	

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	Question #1 from the student survey reads, "My Principal/Assistant Principal visits my classroom."
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	The most recent student survey results from the question that reads, "My Principal/Assistant Principal visits my classroom" is 63.3%.
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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.	Coburn's goal for the 2019-2020 school year is for 75% of students to report that their Principal or Assistant Principal visits their classroom.
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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.
09.01.19	01.01.20	School leaders will include an area in the walk-through tool that captures what students say about their learning. What does it mean to be a learner in this class? What are you learning? How will you know when you have learned it?
09.01.19	01.01.20	School leaders will share qualitative student testimonials with teachers at staff meetings.
09.01.19	01.01.20	School leaders will identify gaps with regard to the feedback from students. This may address the areas of compliance versus competency, learning targets and success criteria. This will design professional development needs in these areas.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

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Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	32.2% of students were chronically absent for the 2017-2018 school year.	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	Coburn's MIP for the 2019-2020 school year is to reduce this percentage from 32.2% to 30.2%.	
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.	Gaps in student attendance impacts all areas of instruction and student learning at Coburn school. Students lose the benefit of continued educational opportunities due to poor attendance. Teachers struggle in maintaining classroom culture as attendance deficiencies prohibit continuity. Students at Coburn continue to need supports both academically and socially and consistent attendance is essential to meet their needs. It is critical that daily student attendance rates increase so that students receive the instruction and the learning opportunities necessary to increase their performance on the ELA and Math State assessments.	
<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: Identify</u> 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.
9/1/2019	1/1/2020	The school leadership team will explore incentives and programs to promote student attendance.
9/1/2019	1/1/2020	The school leadership team and grade level teams will review student attendance data monthly and identify students who continue to be chronically absent.

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.	Students and teachers will have developed strong relationships and this will be evident in the use of Restorative Circles, Treatment Agreements which will be posted and referenced during classroom lessons. School staff will use SPARKS with students. Student daily attendance will increase by 2%. One will see adults reaching out to students, parents and families to discuss attendance concerns.
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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 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.
01.01.20	06.01.20	The school leadership team and grade level team will monitor attendance data to revisit the successes or target areas connected to the incentives and programs the team identified.
01.01.20	06.01.20	The school leadership team will examine walk through data connected to the implementation of Restorative Practices to identify gaps and address any areas of need.
01.01.20	06.01.20	Students who have missed more than 5% of the school year will be identified and personal connections will be made with both the student and the parent/family.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

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