

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010000
School Name:	George M. Diven Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Colin Werfelman	Title	Principal
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Website for Published Plan	elmiracityschools.com		

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
Colin Werfelman	Principal		
Jo Legare	Assistant Principal		
Nicole West	Pre-K Teacher		
Beth Winsor	Kindergarten Teacher		
Missey Church	Kindergarten Teacher		
Brenda Moshier	1st Grade Teacher		
Carrie DeLeone	2nd Grade Teacher		
Liz Zilinski	Parent		
Brittany George	Special Education Teacher		

Marnie Malone	Supervisor of Academic Excellence		

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.

X	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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center;">Strategy the school will implement:</td> <td style="text-align: center;">Principal Leadership Development</td> </tr> </table>	Strategy the school will implement:	Principal Leadership Development
Strategy the school will implement:	Principal Leadership Development		

	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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center;">Strategy the school will implement:</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="text-align: center;">Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="text-align: center;">Rating from Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

	School-Identified						
	If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study is located behind a paywall, then the school must submit the supporting research when submitting the SCEP.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center;">Strategy the school will implement:</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="text-align: center;">ESSA Evidence-Based Tier (1, 2, 3)</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="text-align: center;">Link to research or citation (if citation is used then research must be submitted separately with the SCEP)</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	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)	
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 document entitled, "Requirements for Meaningful Stakeholder Participation."

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 page marked "Signatures."

Name	Title
Colin Werfelman	Principal
Jo Legare	Assistant Principal
Nicole West	Pre-K Teacher
Beth Winsor	Kindergarten Teacher
Missey Church	Kindergarten Teacher
Brenda Moshier	1st Grade Teacher
Carrie DeLeone	2nd Grade Teacher
Brittany George	Special Education Teacher
Liz Zilinski	Parent
Marnie Malone	Supervisor for Academic Excellence

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	4/30 (April SCEP)	CW, JL, BW, MC, NW, BG, CD, BM, LZ	
Determining priorities and goals based on the needs identified	5/20 SCEP, 6/3 SCEP	CW, JL, BW, MC, NW, BG, CD, BM, LZ	A focus on family and community engagement was considered, but other focuses were prioritized instead
Identifying an evidence-based intervention	5/13 (PLD/EBI)	MM, CW	PLCs were considered, but ultimately not implemented

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/20 SCEP, 6/3 SCEP	CW, JL, BW, MC, NW, BG, CD, BM, LZ	Weekly grade level meetings were considered, but tabled until scheduling could be completed
Identifying a plan to communicate the priorities to different stakeholders	5/20 SCEP, 6/3 SCEP	CW, JL, BW, MC, NW, BG, CD, BM, LZ	

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 help to design and implement this SCEP Plan from beginning to end.
Parents with children from each identified subgroup.	A Parent sits on our SCEP Team and families were interviewed during our District-Led Visit for school improvement feedback and SCEP input.
Secondary Schools: Students from each identified subgroup	

Tenet 1 or Tenet 2		
A1. DTSDE Pillar	2D. Provides High-Quality Instructional Leadership	
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	During the 2018-2019 school year, the school leaders conducted approximately 200 informal walkthrough visits -- an average of roughly once or twice per month per teacher. A school-developed tool was being used and feedback was either verbal or written and provided to teachers.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2	By June 1st 2020, school leaders will have completed and sent immediate, actionable, growth-producing feed-forward feedback to 100% of teachers in a total of 18 instances -- approximately twice monthly as evidenced in the electronic feedback and walkthrough data.	
D1. 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.	The feedback from the District-led visit in April 2019 indicated that the walkthrough feedback discussed and observed was not "feed forward" or growth-producing. Suggestions to promote teacher reflection of their practice were not evident. The District-Led needs assessment team reported that the school leader shared and celebrated examples of exemplary practices he observed through the weekly staff bulletin. However, the school leader indicated that he would like the ability to immediately send feedback through electronic means. Aggregate data was shared with the SCEP team monthly. This data was not shared schoolwide with all staff. The walkthrough focus changed each month as announced in the staff bulletin. Because the data was collected and analyzed to monitor the implementation of initiatives and the focus changed each month, it is difficult to determine growth trends of the impact. Finally, it was shared during the visit that without a more systemized and structured approach wherein feedback is explicitly delivered to teachers in a closed feedback loop with the expectations of modifications in instruction, the current process is not having the intended impact.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.
1-Aug-19	28-Aug-19	The Principal and Assistant Principal will create a walkthrough schedule for the year, feedback format, and walkthrough tool to be used. The tool will include monitoring of: simultaneous student engagement, restorative practices/SEL, and planning for differentiation.
28-Aug-19	29-Aug-19	The walkthrough schedule, feedback format, and walkthrough tool will be shared with staff during August Professional Development Days.

28-Aug-19	29-Aug-19	Teachers will create their daily schedule and post it outside of their classroom to ensure consistency in walkthroughs and walkthrough data. This will allow school leaders to monitor and collect data with more equity in order to capture a more accurate and broader picture of teaching and learning.
1-Oct-19	1-Jan-20	Walkthroughs will begin; feedback will be shared with teachers within 2 days of each visit.
1-Nov-19	1-Jan-20	Walkthrough data will be shared analyzed monthly with staff during professional development.
1-Jan-20	1-Feb-20	The SCEP Team will monitor and analyze the progress of the SMART Goal and make mid-course corrections.

F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	By January 2020, school leaders will have completed and sent immediate, actionable, growth-producing feed-forward suggestions to 100% of teachers in a total of 8 instances -- approximately twice monthly. One should expect to see more simultaneous student engagement in classrooms, restorative practices being implemented, and differentiation of lesson activities. One should also expect to see school leaders in classrooms talking about learning with students and teachers implementing the feedback they have been given.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
1-Jan-20	1-Feb-20	The SCEP Team will monitor and analyze the progress of the SMART Goal and make mid-course corrections. These could include designing Professional Development where the data shows gaps.
1-Feb-20	1-Jun-20	Walkthroughs continue as per yearly schedule; feedback shared with teachers within 2 days of each visit.
1-Feb-20	1-Jun-20	School leaders will circle back to classrooms to monitor if the provided feedback is having an impact and/or is being implemented.
1-May-20	1-Aug-20	Walkthrough data will be shared and analyzed monthly with staff during professional development.
1-May-20	1-Aug-20	Trends, Gaps, and successes will be analyzed by the SCEP team to determine next steps and areas of need.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)
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REVIEWER FEEDBACK ON ACTIVITIES
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Tenet 3 or Tenet 4		
A1. DTSDE Pillar	4E. Instructional Techniques that Deepen Engagement	
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	As a school, we have been using the book <u>Teach Like a Champion 2.0</u> to increase student engagement. The building-level walkthrough tool centered on <u>Teach Like a Champion 2.0</u> techniques and the school also used the text in a book study. Teachers modeled these techniques during professional development and have attended <u>Teach Like a Champion</u> professional development sessions.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4	By June 1st 2020, 100% of teachers will use at least one student engagement strategy during each lesson for Skill Strand, GRAIR, Math, and Listening & Learning as evidenced in twice monthly walkthroughs.	
D1. 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 April 2019 District-led visit, it was observed in classroom visits that there were missed opportunities for use of simultaneous student engagement strategies. Students were often called on to individually answer questions. Many teachers did not consistently ask for students to explain their answers so that other students could benefit. Teachers do use simultaneous student engagement techniques, such as think-pair-share, exit tickets, and fold-the-line. More often, checks for understanding (formative assessments) are used, such as equity sticks, white boards, cold call, fist-to-five, and no opt-out. Checks for understanding were often observed to be at the levels of knowledge, recall, and comprehension. In addition, data obtained from these assessments were not often used to proactively adjust instruction in "real-time." Student focus groups indicated the following when asked if they share in class: "I like to be able to share and talk more; the rule is we can't really talk in class. The only time we share is during circle time; it is not every day, only when we have time." As a result, not all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.
1-Aug-19	28-Aug-19	Strategies will be identified for implementation. These include but are not limited to: quiz-quiz-trade, rally table, maître-D, inside/outside circle, showdown, whiteboards, think-pair-share, team-pair-solo, numbered heads together, fold the line, teammates consult, gallery walk, & ripple protocol.
28-Aug-19	29-Aug-19	Simultaneous Engagement strategies will be shared with staff during August Professional Development. The staff will refine their understanding of simultaneous engagement beyond <u>Teach Like a Champion 2.0</u> techniques to include strategies wherein every student is engaged at least once.
1-Sep-19	1-Jan-20	SCEP Team will model two strategies per month during Professional Development.
1-Oct-19	1-Jan-20	Simultaneous Engagement Strategy implementation will be monitored through use of the building walkthrough tool twice monthly for each teacher.

F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	By January 2020, 50% of teachers will use at least one simultaneous student engagement strategy during each lesson for Skill Strand, GRAIR, Math, and Listening & Learning (twice per month observed) as indicated in the data provided in the walk-through tool. One will see students equally participating in classroom lessons and see school leaders present in classrooms. One should expect to see teachers participating and practicing strategies and techniques during Professional Development sessions.	
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
1-Jan-20	1-Feb-20	The SCEP Team will analyze walkthrough data to target missed opportunities and implement mid-course corrections. Professional Development will be informed by the results of walkthroughs.
1-Feb-20	1-Jun-20	The Data & Curriculum Coordinator will assist teachers in adjusting their practice to include more simultaneous engagement strategies through instructional coaching and supporting lesson plan design.
1-Feb-20	1-Jun-20	SCEP Team will model two simultaneous engagement strategies per month during Professional Development.
1-Feb-20	1-Jun-20	Simultaneous Engagement Strategy implementation will be monitored through use of the building walkthrough tool twice monthly for each teacher.
1-May-20	1-Jun-20	Trends, Gaps, and successes will be analyzed by the SCEP team to determine next steps and areas of need.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON BENCHMARK(S)

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REVIEWER FEEDBACK ON ACTIVITIES

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School-Selected DTSDE Tenet		
A1. DTSDE Pillar	5A. Establishing Schoolwide Practices and Policies that Support SEL	
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	This was our first year using Restorative Practices and we found that it aligned very closely with our PBIS initiatives and existing schoolwide expectations.. 21 of 22 classroom teachers have successfully implemented recharging stations in the 2018-2019 school year. 22 of 22 classroom teachers were able to successfully create and utilize pulse meters, SPARKS, and Treatment Agreements for their classrooms. However, Get To Know You circles have been inconsistently implemented in classrooms during morning meeting. Second Step SEL curriculum is taught, but inconsistently monitored by school leaders. Regarding SEL's relationship to behavior, planning room data showed that there were close to 1,000 student visits. In addition, only 23.5% of staff say that they strongly agree or agree with that behavior does not interfere with instruction.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June 1st 2020, 100% teachers will use restorative practices circles at least once per week in morning meeting with context or alignment to learning or behavior, resulting in less than 750 incidents of students requiring removal from class to the planning room during instructional time, as evidenced by planning room data.	
D1. 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.	It was reported in the District led visit that there was a consistent need to monitor morning meeting structure to ensure implementation and appropriate use of the time. This morning meeting time includes the use of restorative practice circles and Get to Know You Circles. The needs assessment team found that there was inconsistency in the location, understanding, and use of recharge stations. Some of the students in the focus group indicated that they did not have a recharging station in their classroom. Others indicated that, "we go in there and play with stuff."	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.
30-Jul-19	31-Jul-19	Professional Development sessions will be delivered to building PBIS teams to reset and re-establish the components of Restorative Practices.
28-Aug-19	29-Aug-19	During August Professional Development Days, the PBIS team and school leaders will re-establish a common language and consistent approach to social and emotional learning for the 2019-2020 school year. This includes the use of Pulse Meters, SPARKS, Treatment Agreements, Recharge Stations, Morning Meeting, Second Step, Get to Know You Circles, and Restorative Circles. All teachers will receive recharge tools and the green circle question generator to aid them in implementation. Varying circle scenarios will be modeled.
1-Aug-19	1-Jan-20	Student social-emotional needs will be considered when scheduling and grouping students on class lists to ensure that the learning environment meets the needs of all students. Teachers, Administrators, and families will be involved in this process.

1-Aug-19	28-Aug-19	The district Restorative Practice Committee will meet monthly with building teams to review discipline data, teacher attendance data and anecdotal information to make informed decisions regarding SEL programming.
1-Sep-19	1-Jan-20	The Building PBIS Team will meet monthly in order to share and analyze discipline and planning room data, plan professional development sessions, deliver materials and resources to staff, and continue to refine our vision for SEL programming. In addition, The school staff will regularly analyze and compare outcome data such as student attendance, academic achievement, disciplinary referrals, and suspension data at monthly Kid Talk and Attendance Team meetings to identify areas that require additional attention. Root causes and interventions will be explored.
1-Sep-19	1-Jan-20	Adequate personnel will provide necessary services to students, including a Family Services Therapist, Family Services Caseworker, Glove House Grief and Loss Counselor, and a School Counselor. These staff members will help support the school's proactive approach toward SEL by providing guidance and training to staff and students.
1-Oct-19	1-Jan-20	School leaders will gather data and provide feedback via classroom walkthroughs in order to monitor and improve SEL, Restorative Practices, Second Step curriculum implementation, and Morning Meeting.
1-Oct-19	1-Jan-20	The SCEP Team will monitor and analyze the progress of the SMART Goal and make mid-course corrections.
F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		
		By January 2020, 100% teachers will use restorative practices circles at least once per month in morning meeting. You should expect to see that vast majority of students remaining in the classroom without missing instructional time due to behavior. You should also see teachers, support staff, and administrators talking with students about how to build relationships, manage their emotions, and repair harm. Finally, you should see a welcoming, safe environment with easily identifiable evidence of social and emotional learning, such a posters, student work, pulse meters, treatment agreements, and encouraging or inspirational messages that align with social and emotional learning goals.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
1-Jan-20	1-Jun-20	The district Restorative Practice Committee will meet monthly with building teams to review discipline data, teacher attendance data and anecdotal information to make informed decisions regarding SEL programming.
1-Jan-20	1-Jun-20	The Building PBIS Team will meet monthly in order to share and analyze discipline and planning room data, plan professional development sessions, deliver materials and resources to staff, and continue to refine our vision for SEL programming. In addition, The school staff will regularly analyze and compare outcome data such as student attendance, academic achievement, disciplinary referrals, and suspension data at monthly Kid Talk meetings to identify areas that require additional attention. Root causes and interventions will be explored.
1-Jan-20	1-Jun-20	Adequate personnel will provide necessary services to students, including a Family Services Therapist, Family Services Caseworker, Glove House Grief and Loss Counselor, and a School Counselor. These staff members will help support the school's proactive approach toward SEL by providing guidance and training to staff and students.

1-Jan-20	1-Jun-20	School leaders will gather data and provide feedback via classroom walkthroughs in order to monitor and improve SEL, Restorative Practices, Second Step curriculum implementation, and Morning Meeting. These walkthroughs will occur twice monthly per teacher.
1-Feb-20	1-Jun-20	Trends, Gaps, and successes will be analyzed by the SCEP team to determine next steps and areas of need.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

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REVIEWER FEEDBACK ON ACTIVITIES

School-Selected DTSDE Tenet		
A1. DTSDE Pillar	3E. Activities & Materials	
A2. DTSDE Sub-Pillar (if applicable)	Accessible Activities & Materials	
B1. Baseline Data: Provide the most recently available information.	Currently, lesson plans are not collected by school leaders. The school leader has set an expectation that planbooks be open and on the teacher's desk for school leaders and district leaders to access, and teachers comply with the request. However, lesson plans are dependent on program materials rather than an intentional lesson design process. Whole group instruction is inconsistently scaffolded and/or differentiated according to student data sources. Guided Reading and Accountable Independent Reading (GRAIR) uses data to differentiate groups for the guided reading component successfully.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June 2020, 100% of teachers will meet 4 times -- September, November, February, & April -- to analyze student data to plan for differentiated instruction, as evidenced by walkthrough data and collected differentiation planning materials.	
D1. 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, the needs assessment team found that lesson plans examined showed a dependence on the elements of program materials rather than an intentional lesson design process. It was not evident during classroom visits observed that whole group instruction was scaffolded or differentiated according to obtainable data sources. Only during Guided Reading and Accountable Independent Reading (GRAIR) was there evidence of use of data to differentiate groups for the guided reading component with the adults in the room; there was little evidence that independent work for students was differentiated according to need. The team did not observe differentiation/scaffolding during math lessons. Teachers have expressed that they try to adjust activities, but are concerned that they cannot differentiate as much as they need while still following the pacing guide to complete the grade level curriculum. The majority of students in the student focus groups indicated that the work was too easy; no one indicated that it was too difficult. As a result, the minimal data-based instruction has not led to higher levels of student achievement for all students.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.
1-Aug-19	29-Aug-19	The school leaders will create a streamlined system to store and track student data to provide teachers with ease of access to relevant data. Teachers will be trained on how to collect and update student data using this new system.
1-Aug-19	29-Aug-19	The school leaders will build the master schedule to allow teachers to share common planning time during the school day.
28-Aug-19	29-Aug-19	Expectations for and modeling of differentiation of instruction, quarterly planning sessions, collection of materials, and common planning time will be shared with staff during August Professional Development. Collaborative planning format and lesson plan templates will be share with staff as well.
1-Sep-19	1-Jan-19	Teachers will update data regularly with the support of the Data & Curriculum Coordinator.

18-Sep-19	20-Nov-19	During two building Professional Development sessions -- one in September and one in November -- teachers will use student data to collaboratively plan, complete a lesson plan template, and complete a collaborative planning agenda. These materials will be collected by school leaders and feedback will be given to teachers. Plans should be designed based on a knowledge of students' learning and academic needs. Materials will be adapted, and supports will be provided so individual and groups of students can access challenging materials to meet and exceed learning goals.
18-Sep-19	1-Jan-20	School leaders will monitor the implementation of intentionally planned differentiation using walkthroughs twice per month for each teacher. Teachers will receive feedback within 2 days.
1-Oct-19	1-Jan-20	The SCEP Team will monitor and analyze the progress of the SMART Goal and make mid-course corrections.

F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	By January 2020, 100% of teachers will meet twice -- in September and November -- to plan and implement scaffolding and differentiation for individual student needs. You should expect to see teachers planning intentionally for their students based on data points that are readily available to them -- including NWEA scores, Running Record, Skill Strand Assessments, and progress monitoring data. You should also expect to see instruction that is differentiated for student need, including student choice and/or tiered lesson activities.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
1-Jan-20	1-Jun-20	Teachers will update data regularly with the support of the Data & Curriculum Coordinator.
1-Feb-20	1-Jun-20	School leaders will monitor the implementation of intentionally planned differentiation using walkthroughs twice per month for each teacher. Teachers will receive feedback within 2 days.
1-Feb-20	1-Jun-20	During two building Professional Development sessions -- one in February and one in April -- teachers will use student data to collaboratively plan. Each grade level team will complete a lesson plan template and a collaborative planning agenda. These materials will be collected by school leaders and feedback will be given to teachers. Plans should be designed based on a knowledge of individual students' learning and academic needs. Materials will be adapted, and supports will be provided so individual and groups of students can access challenging materials to meet and exceed learning goals.
1-Jan-20	1-Jun-20	Trends, Gaps, and successes will be analyzed by the SCEP team to determine next steps and areas of need.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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REVIEWER FEEDBACK ON ACTIVITIES

Survey Results

A1. Survey Baseline Data: Provide the most recently available information.			In the April DTDSE Visit and review, staff was presented the survey prompt: "Student behavior does not interfere with instruction." Only 23.5% of staff answered that they strongly agree or agree with this statement. In addition, planning room data showed that there were close to 1,000 student visits or instances of "time away" from the classroom throughout the 2018-2019 school year.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results			By June 2020, teacher survey data will show an increase of 10% in the number of those surveyed who respond that strongly agree or agree 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.			The 2018-2019 school year was the first time on record that accurate data was collected concerning the planning room, which gave us a numerical baseline for student "time away" from the classroom for behavior. Staff in the building work extremely hard to keep students in the classroom through recharge stations, pulse meters, treatment agreements, SPARKs, and Second Step lessons. In addition, the building has a consistent behavior plan and wrap-around team to be both proactive and responsive to prevent and repair harm. However, it is unclear how these systems have historically affected "time away" because of a lack of data from previous school years.
<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.	
30-Jul-19	31-Jul-19	Professional Development sessions will be delivered to building PBIS teams to reset and re-establish the components of Restorative Practices.	
28-Aug-19	29-Aug-19	During August Professional Development Days, the PBIS team and school leaders will re-establish a common language and consistent approach to social and emotional learning for the 2019-2020 school year. This includes the use of Pulse Meters, SPARKs, Treatment Agreements, Recharge Stations, Morning Meeting, Second Step, Get to Know You Circles, and Restorative Circles. All teachers will receive recharge tools and the green circle question generator to aid them in implementation. Varying circle scenarios will be modeled.	
1-Aug-19	1-Jan-20	Student social-emotional needs will be considered when scheduling and grouping students on class lists to ensure that the learning environment meets the needs of all students. Teachers, Administrators, and families will be involved in this process.	
1-Aug-19	28-Aug-19	The district Restorative Practice Committee will meet monthly with building teams to review discipline data, teacher attendance data and anecdotal information to make informed decisions regarding SEL programming.	
1-Sep-19	1-Jan-20	The Building PBIS Team will meet monthly in order to share and analyze discipline and planning room data, plan professional development sessions, deliver materials and resources to staff, and continue to refine our vision for SEL programming. In addition, The school staff will regularly analyze and compare outcome data such as student attendance, academic achievement, disciplinary referrals, and suspension data at monthly Kid Talk and Attendance Team meetings to identify areas that require additional attention. Root causes and interventions will be explored.	
1-Sep-19	1-Jan-20	Adequate personnel will provide necessary services to students, including a Family Services Therapist, Family Services Caseworker, Glove House Grief and Loss Counselor, and a School Counselor. These staff members will help support the school's proactive approach toward SEL by providing guidance and training to staff and students.	

1-Oct-19	1-Jan-20	School leaders will gather data and provide feedback via classroom walkthroughs in order to monitor and improve SEL, Restorative Practices, Second Step lessons, and Morning Meeting.
1-Oct-19	1-Jan-20	The SCEP Team will monitor and analyze the progress of the SMART Goal and make mid-course corrections.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	By June 2020, teacher survey data will show an increase of 5% in the number of those surveyed who respond that strongly agree or agree that student behavior does not interfere with instruction. You should expect to see that vast majority of students remaining in the classroom without missing instructional time due to behavior. You should also see teachers, support staff, and administrators talking with students about how to build relationships, manage their emotions, and repair harm. Finally, you should see a welcoming, safe environment with easily identifiable evidence of social and emotional learning, such as posters, student work, pulse meters, treatment agreements, and encouraging or inspirational messages that align with social and emotional 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 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.
1-Jan-20	1-Jun-20	The district Restorative Practice Committee will meet monthly with building teams to review discipline data, teacher attendance data and anecdotal information to make informed decisions regarding SEL programming.
1-Jan-20	1-Jun-20	The Building PBIS Team will meet monthly in order to share and analyze discipline and planning room data, plan professional development sessions, deliver materials and resources to staff, and continue to refine our vision for SEL programming. In addition, The school staff will regularly analyze and compare outcome data such as student attendance, academic achievement, disciplinary referrals, and suspension data at monthly Kid Talk meetings to identify areas that require additional attention. Root causes and interventions will be explored.
1-Jan-20	1-Jun-20	Adequate personnel will provide necessary services to students, including a Family Services Therapist, Family Services Caseworker, Glove House Grief and Loss Counselor, and a School Counselor. These staff members will help support the school's proactive approach toward SEL by providing guidance and training to staff and students.
1-Jan-20	1-Jun-20	School leaders will gather data and provide feedback via classroom walkthroughs in order to monitor and improve SEL, Restorative Practices, Second Step lessons, and Morning Meeting. These walkthroughs will occur twice monthly per teacher.
1-Feb-20	1-Jun-20	Trends, Gaps, and successes will be analyzed by the SCEP team to determine next steps and areas of need.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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