

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010000
School Name:	Broadway Academy

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Robert Bailey	Title	Principal
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Website for Published Plan	www.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
Robert P. Bailey III	Principal		
Alicia Bubb	Social Studies Teacher		
Christine Dunkle	Special Education Teacher		
Benita Eldridge	Vocal Music Teacher		
Ingrid Garrard	AIS Coordinator		
Gavin Hamilton	Broadway Academy Student		
Allison Harper	Teaching Assistant		
Allie Howe	Broadway Academy Student		
Allyson Moore	Math Teacher		

Nicole Parsons	English Teacher		
Sheena Sadler	Science Teacher		
Traci VanDeusen	Family & Community Outreach Coordinator		
Michelle Wichtowski	School Counselor		

Statement of Assurances

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

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.

- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

- 4. The SCEP contains at least one evidence-based intervention.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

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

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

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

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

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

	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
Robert P. Bailey III	Principal, Broadway Academy
Alicia Bubb	Social Studies Teacher, Broadway Academy
Christine Dunkle	Special Education Teacher, Broadway Academy
Benita Eldridge	Vocal Music Teacher, Broadway Academy
Ingrid Garrard	AIS Coordinator, Broadway Academy
Gavin Hamilton	Student, Broadway Academy
Allison Harper	Teaching Assistant, Broadway Academy
Allie Howe	Student, Broadway Academy
Allyson Moore	Math Teacher, Broadway Academy
Nicole Parsons	English Teacher, Broadway Academy
Sheena Sadler	Science Teacher, Broadway Academy
Traci VanDeusen	Family & Community Outreach Coordinator, Broadway Academy
Michelle Wichtowski	School Counselor, Broadway Academy

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	11/14/18; 2/13/19; 4/24/19; 5/16/19; 5/29/19; 6/7/19; 6/12/19	2/13: IG, NP, SS, BE, CD, AM 4/24: CD, BE, IG, AH, AM, NP, TV, RB 5/16: AH, GH, SS, NP, CD, MW, BE, AH, AB, RB, TV, IG 5/29: IG, AH, AH, TV, AB, AM, NP, CD, MW 6/7: IG, AH, SS, AM, NP, TV, MW, AB, CD, BE, AH, GH, RB 6/12: AB, BE, IG, AH, AM, NP, TV, MW	

Meaningful Stakeholder Participation

Determining priorities and goals based on the needs identified	5/16/19; 5/29/19; 6/7/19; 6/12/19	5/16: AH, GH, SS, NP, CD, MW, BE, AH, AB, RB, TV, IG 5/29: IG, AH, AH, TV, AB, AM, NP, CD, MW 6/7: IG, AH, SS, AM, NP, TV, MW, AB, CD, BE, AH, GH, RB 6/12: AB, BE, IG, AH, AM, NP, TV, MW	
Identifying an evidence-based intervention	4/24/2019; 6/7/19	4/24: CD, BE, IG, AH, AM, NP, TV, RB 6/7: IG, AH, SS, AM, NP, TV, MW, AB, CD, BE, AH, GH, RB	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/29/2019; 6/7/19; 6/12/19; 6/19/19	5/29: IG, AH, AH, TV, AB, AM, NP, CD, MW 6/7: IG, AH, SS, AM, NP, TV, MW, AB, CD, BE, AH, GH, RB; 6/12: AB, BE, IG, AH, AM, NP, TV, MW; 6/19: IG, SS, BE, AH, AM, MW, CD, NP, TV, AB, RB	
Identifying a plan to communicate the priorities to different stakeholders	6/19/2019	6/19: IG, SS, BE, AH, AM, MW, CD, NP, TV, AB, RB	

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			72 is the Performance Index for the 17-18 ELA Academic Achievement Data for Broadway Academy.
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			The 2019-2020 School MIP is 96.6. To show progress toward the MIP the school is setting the goal to 77 for the ELA performance index.
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.			Based on the review of the 2017-2018 ELA State Assessment released questions, the SCEP development team discovered that students struggled with tasks that included informational text. As a result, the SCEP development team determined that there is a need to increase knowledge of academic vocabulary in all content areas, immerse students in informational text in all content areas, and help students to build stamina for writing tasks. It was also determined that classroom assessments need to be aligned to the state assessments to build student stamina. Feedback from the State led-visit in December indicated that original student writing tasks are not assigned often enough and need to be taken into consideration when examining curriculum and lesson planning.
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 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.	
9/9/2019	1/15/2020	Beginning the first full week of school and each following month all departments will supplement their curriculum with at least one common informational text per month, using Newsela for the purpose of differentiation.	
9/9/2019	1/15/2020	Beginning the first full week of school, PLCs will collaborate and identify research-based reading strategies to teach monthly in order for students to better comprehend informational texts.	
10/3/2019	1/15/2020	Beginning in early October, departments will utilize their PLCs to develop one writing assignment of at least a paragraph or longer each month. PLCs will design a common rubric which will be shared with students with exemplar work samples to teach students the process. The first of these writing tasks will be administered during the second month of school and each month thereafter.	
10/3/2019	1/15/2020	PLCs will meet weekly and examine student work samples to identify instructional and curricular gaps.	
9/16/2019	10/14/2019	Students will take the NWEA MAP Language Use assessment to establish a baseline for their writing skills.	
10/14/2019	1/15/2020	Teachers will use the NWEA MAP Language Use student RIT scores to differentiate their instruction.	
9/16/2019	10/14/2019	Teachers will receive professional development by experts on how to differentiate instruction based on student performance on the NWEA MAP Language Use assessment.	

10/3/2019	1/15/2020	School leaders will monitor the activities by sharing data at staff meetings, conducting informal classroom walk-throughs and collecting evidence of planning.
9/9/2019	9/30/2019	During PLCs teachers will examine the students' 6th grade ELA results to learn what skills students are entering their 7th grade year needing.
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 will see teachers engaged in PLCs designed to plan collaboratively together and to examine student work. One will see increased student ownership of their writing and the use of common rubrics in classroom. One will see students translating their writing skills from one content area to another. School leaders will see differentiated instruction based on student NWEA MAP Language Use scores. Average students growth between fall to winter will be 2 RIT points. Students will be engaged in writing tasks from one content area to the next.

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.
1/15/2020	6/15/2020	All departments will continue to utilize their PLCs to analyze data and student work to identify gaps in curriculum and instruction.
1/15/2020	6/15/2020	All departments will supplement their curriculum with at least one informational article at grade level per month in order to help students build stamina for the reading of more complex texts such as those encountered on the state assessments. Teachers will intentionally plan their instruction and student assessments to continue to align to the ELA State Assessment.
1/15/2020	6/15/2020	Students will take the NWEA MAP Language Use assessment in January/February so students can set goals and teachers can continue to differentiate lessons. Teachers will instruct students at their Zone of Proximal Development and at grade level.
1/15/2020	6/15/2020	School leaders will monitor the activities by sharing data at staff meetings, conducting informal classroom walk-throughs and collecting evidence of planning.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

<u>REVIEWER FEEDBACK ON BENCHMARK(S)</u>

<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	Broadway Academy's performance index for the 2017-2018 school year for math achievement was a 72.7.
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	Broadway Academy's 2019-2020 school year MIP is 86.5. Broadway Academy's performance index goal is to show progress toward the 2019-2020 MIP. This performance index number has been set to. 77.7.
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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.	Based on the review of the 2017-2018 Math State Assessment released questions, the SCEP development team discovered that students struggled with multi-step questions that required perseverance. Teacher teams examined student item analysis reports, building item analysis reports and questions aligned to the standards. Teacher teams identified questions where students struggled the most in comparison to NYS. Teachers discovered gaps in student understanding through this process.
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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.
9/9/2019	9/30/2019	During the first two full weeks of school, math teachers will use their PLCs to design a common pre-test which includes multi-step constructed responses aligned to the NYS math assessment. This test will be administered in the first few weeks of schools.
9/9/2019	9/30/2019	During PLCs teachers will examine the students' 6th grade math results to learn what skills students are entering their 7th grade year needing.
9/9/2019	1/15/2020	Beginning the first full week of school, math teachers will refine their current common assessments to include questions that reference their prior learning to allow students to continue to practice math concepts taught throughout the year.
9/9/2019	1/15/2020	Teachers will utilize PLCs to conduct data item analysis to identify student successes and student target areas and existing gaps.
9/9/2019	1/15/2020	PLC work will be monitored by school leaders by evidence collection from PLC, student data and informal walk-throughs.
9/16/2019	10/14/2019	Students will take the NWEA Math MAP during the first few weeks of school. This will establish a baseline which will allow teachers to differentiate their lesson plans to provide instruction at a student's Zone of Proximal Development.

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 will see improved student ownership of their learning through conversations with students. One will see improved student performance in math with marking period passing rates. One will see students engaged in math lessons during informal classroom walk-throughs. Overall average school growth of 2 points on the NWEA MAP Math assessment from fall 2019 to winter 2020. One will see an increase in student performance on multi-step constructed response questions.
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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.
1/6/2020	1/17/2020	Upon returning from Winter Recess, math teachers will re-administer the beginning of the year pre-test to analyze student performance and identify continuing areas of need and success.
1/15/2020	6/15/2020	Beginning the second week of January, Math teachers and Special Education teachers will align lessons to include the standards of mathematical practice.
1/15/2020	2/14/2020	Students will take the NWEA Math MAP assessment so teachers can monitor growth in the areas of mathematics. Teachers will continue to differentiate lessons to meet the individual needs of students.
1/15/2020	6/15/2020	Teachers will continue the process of examining student work and student data during their PLCs. Teachers
1/15/2020	6/15/2020	PLC work will be monitored by school leaders by evidence collection from PLC, student data and informal walk-throughs.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

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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Survey

<u>Survey</u>		
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	"Our school leaders walk around our school and visit classrooms."	
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.	Baseline data: STUDENTS: 11.9% Strongly Agree; 37.9% Agree; 41% Somewhat; 6.2% Disagree; 3.1% Strongly Disagree	
B1. SCEP Goal for Survey Question	SCEP Goal for Survey Question: At least 60% of students will choose "Strongly Agree" or "Agree" on next year's spring survey.	
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 On-Site Needs Assessment Final Report from Broadway Academy's state review in December 2018 determined that "although the principal regularly visits classes, he does not collect teacher practice data and does not provide actionable written feedback to teachers after classes are visited". During teacher interviews it was reported that they do not receive feedback after the school leaders visit their classrooms informally. Students reported that they see their principal in their classroom but they do not talk about their learning.	
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.
9/3/2019	9/13/2019	The Principal will collaborate with the District Supervisor of Academic Excellence to develop a walkthrough document with "look-fors" that include: students writing across content areas; students engaged in multi-step word problems in math classes; the use of restorative practices in classrooms; teachers and students revisiting learning targets.
9/3/2019	9/13/2019	The informal walk-through tool will include three questions to students. These are, "What does it mean to be a learner in this class?" "What are you learning today?" and "How will you know when you have learned it?"
9/4/2019	1/15/2020	The Data and Curriculum Coordinator will create a walkthrough schedule that the Principal will follow to allow for regular classroom visits to occur. Classroom visits will include conversations and interaction with students while utilizing the walkthrough document.
9/4/2019	1/15/2020	School and district leaders will conduct informal classroom walk-throughs bi-weekly and provide teachers with feed forward, growth producing feedback. The school leader will follow the feedback cycle which includes, feed up, (to gain clarity around the lesson) feedback(collect evidence from the lesson) and feed forward(suggestions for improvement).
9/4/2019	1/15/2020	School and district leaders will cycle back to classrooms to monitor if instructional feedback is being utilized.

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.	A mid-year Student Survey response of 55% to this question would indicate that we are on track to meet this goal by June. One will see administrators in classrooms discussing teaching and learning with students. One will see improvement in instructional practice in the areas of co-teaching and student engagement which reflects the feedback that has been provided as part of the walk-through process.	
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.
1/15/2020	6/15/2020	Data from walkthroughs will be collected and analyzed by the building Leadership Team to help determine if targeted areas of pedagogy are improving, and allow PD sessions to focus on areas of need that arise from the analysis of walkthrough data.
1/15/2020	6/15/2020	School and district leaders will conduct informal classroom walk-throughs bi-weekly and provide teachers with feed forward, growth producing feedback. The school leader will follow the feedback cycle which includes, feed up, (to gain clarity around the lesson) feedback(collect evidence from the lesson) and feed forward(suggestions for improvement).
1/15/2020	6/15/2020	School and district leaders will cycle back to classrooms to monitor if instructional feedback is being utilized.
1/15/2020	6/15/2020	School leaders and the leadership team will share student testimonials of what they share in their conversation from the informal classroom-walkthroughs.
1/15/2020	6/15/2020	Classroom teachers will take student anecdotal data into consideration when developing lesson plans, creating their classroom community through Restorative Practice and setting Success Criteria for students.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

<u>REVIEWER FEEDBACK ON BENCHMARK(S)</u>
<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.			<p>Survey Question: "Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties." Baseline Data: STAFF: 9.8% Strongly Agree; 17.1% Agree; 36.6% Somewhat; 19.5% Disagree; 17.1% Strongly Disagree</p>
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)			<p>SCEP Goal for Survey Question: At least 50% of staff will choose "Strongly Agree" or "Agree" on next year's spring survey.</p>
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			<p>The SCEP development team discovered there is a need to develop a common understanding and language around the philosophy of restorative practices, extending the understanding of when to use protocols in context. The On-Site Needs Assessment Final Report from Broadway Academy's state review in December 2018 determined that "several teachers stated that there has been little discussion with school leaders about the use of Treatment Agreements since this initiative was introduced to staff at the beginning of the school year". In addition, the school would benefit from the establishment of a routine means of communicating information to staff about specific students' social/emotional needs to better support students struggling in this area. Per the school's On Site Needs Assessment Self-Reflection developed for the December 2018 state review, it was determined that "staff feel as though communication from administration, particularly regarding student discipline and crisis situations, is inadequate".</p>
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.	
8/28/2019	10/15/2019	Teaching staff will have the opportunity to receive training in restorative practices during summer PD days. All building staff will be trained in the common language and protocols of restorative practices during a PD session at the start of the school year.	
9/9/2019	1/15/2020	Beginning the first full week of school, teams will utilize one day per week of their common planning time for a team meeting, to be attended by the team's school counselor(s) and a building administrator, for the purpose of sharing information about students on that team who are struggling academically, socially, and/or emotionally. The school counselor(s) will record the information discussed at each meeting so that it can be revisited and reviewed as necessary during subsequent meetings, and shared with encore teachers and other relevant staff who are not present at the meetings.	
9/9/2019	1/15/2020	Activities will be monitored through informal classroom walk-throughs and the use of Restorative Practice principles.	
9/9/2019	1/15/2020	The school will utilize the wrap-around team efficiently to diffuse student behaviors and promote them to be included back into their classroom.	

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.	At least 38% of staff selecting "Strongly Agree" or "Agree" to this question at mid-year would indicate that we are on track to meet this goal by June. One will see a decrease in student classroom discipline referrals. One will see the principles of Restorative Practice being utilized in the classroom to strengthen student to student relationships and adult to student relationships.	

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.
1/15/2020	6/15/2020	Teams will continue to utilize one day per week of their common planning time for a team meeting, to be attended by the team's school counselor(s) and a building administrator, for the purpose of sharing information about students on that team who are struggling academically, socially, and/or emotionally. The school counselor(s) will record the information discussed at each meeting so that it can be revisited and reviewed as necessary during subsequent meetings, and shared with encore teachers who are unable to attend the meetings.
1/15/2020	6/15/2020	During PD sessions, teams and departments will share successes and needs moving forward with Restorative Practices. Continued professional development and classroom support will be provided for Restorative Practice.
1/15/2020	6/15/2020	Activities will be monitored through informal classroom walk-throughs and the use of Restorative Practice principles.
1/15/2020	6/15/2020	The school will utilize the wrap-around team efficiently to diffuse student behaviors and promote them to be included back into their classroom.

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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REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	Parent/Family Survey Question: "Teachers contact me, not just in times of concern." Baseline Data: FAMILIES: 6.1% Strongly Agree; 27.3% Agree; 3% Somewhat; 45.5% Disagree; 18.2% Strongly Disagree	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	SCEP Goal for Survey Question: At least 50% of Parents/families will "Strongly Agree" or "Agree" on the Spring 2020 Parent/Family Engagement survey.	
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 Parent/Family Engagement Survey conducted in the spring of 2018 indicated that parents prefer to receive communication from the school in the form of email, notes/letters sent home, and text messages. Teachers currently rely primarily on phone calls, email, and report card comments to communicate with caregivers. Expanding teachers' options for electronic communication with caregivers via applications such as Schoology and Remind would facilitate easier communication between school and home. Students reported that they did not know if their teacher communicated with their parent and vice versa. Students did know when their teacher communicated with their parent when they were not following classroom rules.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
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.
8/12/2019	8/19/2019	During the three "Parent Academy" orientation sessions held in August, prior to the opening of school, parents and families of incoming 7th graders will be encouraged to sign up for Remind, to help facilitate regular communication between school and the home.
9/16/2019	1/15/2020	Beginning the second full week of school, the building Leadership Team will establish protocols for utilizing the Remind app, with the objective of communicating to families and parents about school happenings, events, important dates, and other relevant information. Remind will be used by school staff to communicate with parents and families a minimum of twice per month.
9/16/2019	1/15/2020	Teacher and administrators will include academic successes and concerns in the communication. Teachers and administrators will understand the "3 deposits for every withdrawal" rule. This promotes positive school to parent and family interactions and strengthens relationships.
9/16/2019	1/15/2020	School leaders will monitor communication between school and home by sharing data at monthly staff meetings.

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.	At least 41% of parents and families will "Strongly Agree" or "Agree" on the survey question mid-year to indicate the school is on track to meet this goal by June. One will see more frequent school to home communication. One will see teachers sharing information about common students and their parents and families to learn what methods of communication are most successful.	
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.
1/15/2020	6/15/2020	Remind will be used by school staff to communicate school happenings, events, important dates, and other relevant information with caregivers once per week that school is in session.
1/15/2020	1/30/2020	Teachers will revisit data collection from a student profile to establish next steps for student goal setting.
1/15/2020	6/15/2020	Teacher and administrators will include academic successes and concerns in the communication. Teachers and administrators will understand the "3 deposits for every withdrawal" rule. This promotes positive school to parent and family interactions and strengthens relationships.
1/15/2020	6/15/2020	School leaders will monitor communication between school and home by sharing data at monthly staff meetings.

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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REVIEWER FEEDBACK ON ACTIVITIES
