

LEA Name:	Elmira City School District
LEA BEDS Code:	0706000100006
School Name:	Fassett Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Mary C. Cox	Title	Principal
Phone	607-735-3904	Email	<a href="mailto:mcox@elmiracityschools.com">mcox@elmiracityschools.com</a>
Website for Published Plan	<a href="http://elmiracityschools.com">elmiracityschools.com</a>		

**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
Mary C. Cox	Principal		
Richard Dobson	Assistant Principal		
Evelyn Guyette	Kindergarten Teacher		
Candace Fagan	Kindergarten Teacher		
Kelly Palmer	Kindergarten Teacher		
Georgia Klotz	1st Grade Teacher		
Sarah Welliver	1st Grade Teacher		
Melissa Williamson	2nd Grade Teacher		
Ashley Hurd	Special Education Teacher		

Sandy Ryan	Special Education Teacher		
Heather Seyomour	Special Education Teacher		
Che Paulman	Speech/Language Pathologist		
Anne Galbraith	Speech/Language Pathologist		
Ryan Young	Parent		

## 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.

<b>X</b>	<b>State-Supported</b>		
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.		
	<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		

	<b>Clearinghouse-Identified</b>						
	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></td> </tr> <tr> <td style="text-align: center;">Clearinghouse</td> <td></td> </tr> <tr> <td style="text-align: center;">Rating from Clearinghouse</td> <td></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

	<b>School-Identified</b>						
	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></td> </tr> <tr> <td style="text-align: center;">ESSA Evidence-Based Tier (1, 2, 3)</td> <td></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></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
Mary C. Cox	Principal
Richard Dobson	Assistand Principal
Evelyn Guyette	Kindergarten Teacher
Candace Fagan	Kindergarten Teacher
Kelly Palmer	Kindergarten Teacher
Georgia Klotz	1st Grade Teacher
Sarah Welliver	1st Grade Teacher
Melissa Williamson	2nd Grade Teacher
Ashley Hurd	Special Education Teacher
Sandy Ryan	Special Education Teacher
Heather Seyomour	Special Education Teacher
Che Paulman	Speech/Language Pathologist
Anne Galbraith	Speech/Language Pathologist
Ryan Young	Parent

**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	4/9/19 (April SCEP)	RD, CF, KP, GK, SW, AH, MW	
Determining priorities and goals based on the needs identified	4/23/19 (Additional April SCEP meeting)	RD, CF, KP, GK, SW, AH, MW, SR, RY, MC	

Identifying an evidence-based intervention	4/4/2019	AG, CP, MC, VM, SR, HS, GK, PS, JC, RD, EG, KP	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	4/29/19 Inclusion Practices Team, 5/30 SCEP team	EG, MC, RD, CF, HS, AH, SR, PS, VM, AG	
Identifying a plan to communicate the priorities to different stakeholders	6/11/19 SCEP Team	CF, RD, MC, GK, SW, MW, AH, SR, KP	Set up summer planning times and meeting dates. Point people from each grade level will be meeting weekly to discuss curriculum priorities and roll-out. We will collaborate with that team to plan roll-out

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
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	

<b>Tenet 1 or Tenet 2</b>		
<b>A1. DTSDE Pillar</b>	1C. Support for Student Subgroups	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>		
<b>B1. Baseline Data: Provide the most recently available information.</b>	Students with Disabilities have a performance achievement level of 1 per the Accountability Status Identification report. Based on the NYS Assessments for Grade 3, Students with Disabilities had a Performance index of 12.5 for both ELA and Math.	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2</b>	By June 2020, 80% of students with disabilities will increase by 10 points on the identified Skills Assessment given in September 2019. By January 2020, 80% of students with disabilities will increase by 5 points on the identified Skills Assessment.	
<b>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.</b>	For the past several years Fassett has maintained a 12:1:1 Intellectually Disabled classroom. There were students from this classroom that participated in the general education setting for significant parts of their day, but some only for limited time. The needs assessment team was concerned that Students with Disabilities in this program were not being challenged. They observed students engaged in mostly recreationally centered activities. Some students were not participating and were not encouraged to do so. Students appeared to lack enthusiasm for the activities being presented and there was little connection to others. It was recommended that teachers and aides work towards increased participation of students as well as increasing expectations for instruction of Students with Disabilities.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> 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	1-Jan-20	Teachers will receive Professional development from consultants which will include planning protocols and lesson design to meet the needs of all learners. This support will occur monthly with teaching partners. Professional development opportunities will continue with a focus on co-planning and inclusive practices.

1-Aug-19	1-Sep-19	Student schedules will be developed to include them in the general education setting with the necessary supports. Teams and building leaders will communicate often regarding newly identified needs, resources.
1-Aug-19	1-Jan-20	General and Special Education teachers will engage in collaborative lesson planning sessions on a bi-weekly basis to meet the needs of all students with a disability. Students with disabilities are provided with the specially-designed instruction needed to participate and progress in the curriculum. Teachers assess effectiveness.
1-Aug-19	1-Jan-20	Training will be provided to paraprofessionals to allow them to effectively support student needs. The Assistant Principal, DCC ar
1-Aug-19	1-Jan-20	The SCEP and Inclusion Team members team will review SWDs achievement, attendance and behavior data to monitor student success and needs.
1-Aug-19	1-Jan-20	The SCEP team will participate in a book study of <u>The Principals (Teacher, Paraprofessional..) Guide to Leading Inclusive Schools</u> by Julie Causton and George Theoharis. New learning will be shared to all staff at monthly professional development sessions.
8/1/2019	9/1/2019	School leaders will create a schedule that allows for consistent planning time for instructional staff.
8/1/2019	1/1/2020	School leaders will communicate with families regarding our inclusion model in a variety of formats including informational sessions, written and verbal communications.
8/1/2019	1/1/2020	Co-teaching partners will be given the book <u>30 Days to the Co-Taught Classroom</u> by Dr. Paula Kluth and Dr. Julie Causton to help guide their partnership, collaboration and norms.
8/23/2019	9/5/2019	Identified building wrap around team members will receive training on use of wrap-around teams to support classrooms and students. The team will develop protocols, schedules, and a tool for tracking wrap-around data to be presented to staff 8/29/19 and 9/5/19 at Professional Development sessions.
<b>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.</b>		By January 2020, we will have monitored, analyzed and made adjustments based on identified data points for students with disabilities every five weeks. Meeting agendas and artifacts, lesson plan reviews, and walk through data will demonstrate intentional planning and co-planning is occurring on a regular basis. During walk-throughs we will see scaffolds and differentiation for students in the general curriculum. One will see all students in the general curriculum with scaffolds and differentiation. One will see classroom walk-through data supporting the success of programming



<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> 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-Jul-20	Continued training and supports will be provided to empower teaching assistants and aides to effectively support instruction. We will monitor implementation through walk-throughs.
1-Jan-20	1-Jul-20	We will establish systems that allow for both the student and parents actively participate in IEP development. Annual goals are identified to enable students to progress in the general education curriculum and meet other disability-related needs.
1-Jan-20	1-Jun-20	Wrap-Around team data will be analyzed on a monthly basis to determine trends and effectiveness, make adjustments as needed.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

rd Restorative Practices Team reps will provide this training on a monthly basis.

Excellent!

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

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<b>REVIEWER FEEDBACK ON ACTIVITIES</b>
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**Tenet 3 or Tenet 4**

**A1. DTSDE Pillar**

**A2. DTSDE Sub-Pillar (if applicable)**

**B1. Baseline Data: Provide the most recently available information.**

**C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4**

**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.**

**E1. Action Plan - August 2019 through January 2020**

<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.
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1-Aug-19	1-Jan-20
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28-Aug-19	29-Aug-19
1-Aug-19	1-Jan-20
28-Aug-19	1-Jan-20
10/1/2019	1/1/2020
<b>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.</b>	
<b>G1. Action Plan - January 2020 through June 2020</b>	
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.
1-Jan-20	1-Jun-20
1-Jan-19	1-Jun-20
1-Jan-19	20-Jun-20
1-Sep-19	1-Jun-20

3D: Lesson Focus and Organization

During our May 2019 DTSDE District-led review process, it was noted that teachers are new to the co-planning model and will need time and support to develop these skills. Teachers will need to collaborate ideas and strategies that are working on an on-going basis. We also had curriculum representatives from Amplify come to observe and provide feedback about the use of the Core Knowledge curriculum. The feedback provided indicated that teachers are not consistently sticking to the lesson intent or parameters, including lesson focus, materials and pacing.

By June 2020, "75% of teaching partnerships will plan regularly to meet the needs of all students through lesson design and assessments. School leaders will provide feedback on the quality of planning, specially in terms of planned differentiation, explicit teaching and simultaneous engagement strategies to increase participation for all students.

Instructional teams need modeling and practice with collaboratively planning lessons that meet the needs of all students. Currently lesson plans are reviewed sporadically and feedback is inconsistent. Teachers planning widely varies in format and content. Often what is seen by building leaders are copies of the program lessons, with little or no additions or adaptations being made by the teacher for individual student needs.

y 2020

**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.

A Primary Level District Team has been developed and includes a representative from each grade level PK-2. The purpose is to review curriculum components, re-define expectations and plan for consistent communication amongst all staff members. Representatives from the team will report out to grade level team members. Focus is on the standard, not the "topic." This tea will meet once a month over the course of the school year.

Building leaders and District leadership will provide an overview of the work completed over the summer months by the team and re-define expectations for Core Knowledge Skills, Knowledge and GRAIR strands. Time will be provided after the presentation for teams to plan together.

The SCEP team will identify simultaneous engagement strategies that can be modeled and practiced in classrooms. This will be communicated at professional development sessions and modeled by the Data and Curriculum Coordinator. Expectations will be to see an increase in the number techniques used during informal classroom walkthroughs.

Our building DCC will model two simultaneous engagement strategies at monthly professional development sessions.

Once in October and again in December, instructional teams will participate in using student data and the differentiated instruction template to plan a lesson for all students, led by our DCC.

Walk-throughs conducted by building leaders should demonstrate and increase in the use of differentiation in planning, as evidenced by plans, student groupings, as well as opportunities for teacher modeling, student reflection, student discussion, work time and lesson closure. We should see an increase over time of the simultaneous engagement strategies being used during lessons and reflected in planning. During walk-throughs when talking with students about their learning, they should be able to share the learning objective in their own words.

**2020**  
**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.**

The Primary Point People Team will continue to review, refine and share curriculum expectations. Teachers will have a voice through communication with grade level point people who report to the district team.

Once in February and again in April, instructional teams will participate in using student data and the differentiated instruction template to plan a lesson for all students, led by our DCC. Plans collected and feedback provided.

Building leaders will continue to provide immediate feedback on planning during classroom walk-throughs using tool in writing.

Instructional staff in Grades PK-2 will use common books to plan lessons for children. Children will take the books home to keep and read with their families.



**REVIEWER FEEDBACK**

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED


<b><u>REVIEWER FEEDBACK ON ACTIVITIES</u></b>


<b>School-Selected DTSDE Tenet</b>		
<b>A1. DTSDE Pillar</b>	5A. Establishing Schoolwide Practices and Policies that Support SEL	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>		
<b>B1. Baseline Data: Provide the most recently available information.</b>	As a school district we have begun to implement Restorative Practices in all of our schools. This past year we observed 100% of classrooms created a treatment agreement with their class. Walk-through data showed inconsistencies with use of other structures such as SPARKS, Get to Know You Circles, Re-charging stations and Mood Meters. When Restorative Practices are implemented consistently, we believe there will be a positive correlation with student attendance. Baseline data shows 34% of students Pre-K - Grade 2 were chronically absent (10% or more of days enrolled) for the 18-19 school year. Of the fifty-three students in the building with an IEP, 21% were chronically absent for 2018-19. The teacher survey from our district led review indicated that only 57.1% believe that Our Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students (#72).	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal</b>	By June 1st 2020, 100% teachers will use restorative practices circles at least once per week in morning meeting, as evidenced through walk-throughs. Attendance goal: By June 2020, we will reduce the number of students considered chronically absent by 10% (building and students with disabilities).	
<b>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.</b>	It was reported by the District led visit team that there is a need to follow up earlier when students show a pattern of chronic absenteeism by emphasizing the importance of attendance to achievement, making individual calls, meeting with families or referring families to outside agencies. In regards to Restorative Practices, the team observed treatment agreements were posted, but not used to reinforce appropriate behaviors. Teachers reported class size as an issue that makes it more difficult to address student behaviors although the average class size is in the low 20s and teachers have classroom aides for most of the day. It is critical that classroom instructional and support staff receive instruction and support with the principles and implementation of Restorative Practices.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> 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 teams to reset and re-establish the components of Restorative Practices.
28-Aug-19	29-Aug-19	During August Professional Development Days, the Restorative Practices team and school leaders will re-establish a common language and consistent approach to restorative practices for the 2019-2020 school year. This includes the use Treatment Agreements, Recharge Stations, Morning Meeting, Second Step, SPARKS, recharging stations, Get to Know You Circles, and Restorative Circles.

1-Aug-19	5-Sep-19	Building leaders and the SCEP team will develop a flowchart for all staff that outlines resources available for student issues (academic, attendance and behavioral), benchmark data for referral, as well as a referral document. This document will be shared at August Professional Development Days August 28, 29 2019 as well as to all staff on September 5th 2019.
1-Aug-19	1-Jan-20	There will be a clear system in place for all teachers and staff who work with the same student to share information about a student's SEL needs, SEL supports and strategies. Students will work with staff to identify goals and together monitor his/her progress towards goals. Adjustments will be made based on progress made.
1-Sep-19	1-Jan-20	Monthly meetings will occur to analyze and compare outcome data including student attendance, academic achievement, disciplinary data and suspensions. Root causes will be considered and interventions targeting those causes will be implemented. We will identify trends in the building to focus in on the classrooms that have the poorest attendance rates. We will set goals and look for the data to show progress over time.
1-Sep-19	1-Jan-20	Adequate personnel will provide necessary services to students. These people will include the Family Services School counselor, school psychologist, Children's Integrated Services in-building representative, Grief and Loss Support counselor, Family Services Therapist.
1-Sep-19	1-Jan-20	Personnel supporting SEL , along with other staff, will implement the Check In-Check Out system for students identified as chronically absent or at risk. These students will be identified by October 1st, 2019 by using attendance data.
1-Aug-19	1-Jan-20	Continual messaging will occur to families regarding attendance and achievement, as well as SEL that are available for their children and how to raise concerns to the school staff so that their children can receive additional supports when needed. Messaging will occur through parent events, newsletters, electronic messaging, booklets and materials...
9/1/2019	1/1/2020	School leaders will gather data and provide feedback via classroom walkthroughs in order to monitor and improve SEL and Restorative Practices implementation and share with staff.
<b>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.</b>		By January 2020, 100% of classroom teachers will utilize Get to Know Your circles at least once a week during morning meeting time. Also by this time 100% of classrooms will utilize a recharging station in their classrooms. These items would be evident through classroom visits and walk-throughs. Attendance data will demonstrate a reduction in numbers of students considered chronically absent. Artifacts of use of restorative practices structures and philosophy will be evident in classrooms, discussions regarding students, interactions between staff and students.
<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> 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, attendance data and share insights and strategies with one another. This team will present at Professional Development sessions.
1-Jan-20	1-Jun-20	Members of the Restorative Practices Committee and building leadership will provide monthly training to paraprofessional staff. Trainings will focus on Restorative Practices and creating a common approach of school discipline which focuses on skill-building and enhancing the school community, rather than punishing students. We will identify staff behaviors that are, and are not in line with this vision including shaming, humiliation or isolation as consequences.
1-Jan-20	1-Jun-20	The Building Restorative Practices Team will meet monthly in order to share and analyze discipline and planning room data and plan for professional development sessions and building-level SPARKS, In addition members of the Kid Talk team will meet monthly to review data (attendance, planning room, discipline data). We will monitor interventions that have been completed for 4-6 weeks to determine effectiveness and adjust as needed. As a team, using this data, we will identify classrooms that need the most support.
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	The SCEP team will identify successes, trends and needs from the data to inform next steps and planning.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

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

<b>REVIEWER FEEDBACK ON ACTIVITIES</b>




<b>School-Selected DTSDE Tenet</b>		
<b>A1. DTSDE Pillar</b>	2D. Provides High Quality Instructional Leadership	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>		
<b>B1. Baseline Data: Provide the most recently available information.</b>	During the 2018-19 school year approximately 220 informal walkthroughs were conducted by school leaders. This is an average of 1 walk-through per month per teacher. We utilized varying formats of a tool including electronic and written formats to gather information. Feedback was delivered verbally or in writing, via email to teachers.	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal</b>	By June 2020, school leaders will have completed a minimum of 350 informal walkthroughs and will have sent immediate, actionable, feed-forward feedback to teachers 18 times (2 per month, 1 per building administrator).	
<b>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.</b>	During our DTSDE review in May 2019, the needs assessment team found that school leaders have been conducting informal walk-through visits once a month in each classroom according to both the school leader and the teacher focus group. Although the school-developed tool is being used, feedback is either short verbal or short email. The feedback discussed was not "feed-forward" or growth producing suggestions to promote teacher reflection of pedagogical practices. The school leaders need to follow-up on the feedback provided to teachers as a means of discussing pedagogical or behaviors to see that teachers are improving practices. The school leader stated that the stated the tool was too general and not providing specific feedback for improvement. The school leader does not consistently point out examples of exemplary practices during staff meetings. Plan books were randomly checked.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> 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	1-Sep-19	School leaders will develop a coordinated schedule of individual and calibrated walk-through visitations. Each administrator will conduct a walk-through of each classroom one time a month so each class will be visited and receive feedback two times per month.
1-Aug-19	27-Aug-19	School leaders will create a walk-through tool as well as a consistent feedback format to be used. The tool will include monitoring of: simultaneous student engagement, differentiation and restorative practices.
28-Aug-19	29-Aug-19	The walkthrough tool, schedule and feedback format will be shared with instructional staff during August Professional Development Days. The process will be shared with support staff and paraprofessionals in September 2019. Part of the walk-through process will include talking with students about their learning. We will ask students, "What does it mean to be a learner in this class?" "What are you learning today?" "How will you know when you have learned it?"

1-Oct-19	1-Jan-20	Walkthroughs to begin October 1, 2019. Feedback will be shared with teachers within two days of the classroom visit.
1-Nov-19	1-Jan-20	Walkthrough data will be shared with staff monthly at Professional Development meetings. Staff will have the opportunity to review, analyze, share insights and suggestions.
1-Nov-19	1-Jan-20	School leaders and the building DCC will highlight two exemplary practices gathered through the walk-throughs to be shared at Professional Development Sessions.
1-Oct-19	1-Jan-20	Plan books will be reviewed quarterly and feedback given on the quality of planning during walk-throughs.
10/1/2019	1/1/2020	The SCEP team will monitor and analyze the progress towards our smart goal and make adjustments as needed.

<b>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.</b>	By end of January 2020, school leaders will have completed and sent immediate, actionable, feed-forward feedback to teachers 8 times each, approximately two per month. We will expect to see growth in the focus areas including simultaneous student engagement, differentiation and restorative practices as a result of feedback and sharing of exemplary practices. Teachers and building leaders will be having meaningful conversations about teaching and learning. The walk-throughs will be consistent in approximate length, and will include discussions with students about their learning.
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**G1. Action Plan - January 2020 through June 2020**

<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> 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 building DCC will model strategies for student simultaneous engagement in classrooms.
1-Jan-20	1-Jun-20	School leaders will come back to teachers to follow-up on feedback that was provided to assess implementation, effectiveness and next steps.
1-Jan-20	1-Jun-20	The SCEP team will monitor progress towards our goal, making adjustments based on progress and feedback as needed.


**REVIEWER FEEDBACK**

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

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


**Survey Results**

<b>A1. Survey Baseline Data: Provide the most recently available information.</b>			During our May 2019 DTSDE Visit process, instructional staff completed an electronic survey. Question number 72 stated, "Our Student Services Team (guidance, social workers, psychologists, etc..) provides key supports to our students." 57.1% of staff who participated in the survey agreed or strongly agreed with this statement.
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results</b>			By June 2020, teacher survey data will show an increase of 10% in the number of those surveyed who Agree/Strongly Agreed with the statement, "our student services team (guidance, social workers, psychologists, etc.) provides key supports to our students."
<b>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.</b>			During our May 2019 DTSDE Visit process, teachers reported class size as an issue that makes it more difficult to address student behaviors although the average class size is in the low 20s and teachers have classroom aides for most of the day. Teachers reported that they needed full time assistance to help handle classroom behaviors. This, they felt hindered their ability to use interventions. The school leadership team believe it will be valuable to define the roles and responsibilities of the student services team and to utilize the school wrap-around team efficiently.
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>			
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
28-Aug-19	29-Aug-19	During August Professional Development Days, the Restorative Practices team and school leaders will re-establish a common language and consistent approach to restorative practices for the 2019-2020 school year. This includes the use Treatment Agreements, Recharge Stations, Morning Meeting, Second Step, SPARKS, recharging stations, Get to Know You Circles, and Restorative Circles.	
28-Aug-19	29-Aug-19	Building leaders and the SCEP team will develop a flowchart for all staff that outlines resources available for student issues (academic, attendance and behavioral), benchmark data for referral, as well as a referral document. This document will be shared at August Professional Development Days August 28, 29 2019 as well as to all staff on September 5th 2019.	
1-Aug-19	1-Jan-20	There will be a clear system in place for all teachers and staff who work with the same student to share information about a student's SEL needs, SEL supports and strategies. Students will work with staff to identify goals and together monitor his/her progress towards goals. Adjustments will be made based on progress made.	
1-Aug-19	1-Jan-20	Monthly meetings will occur to analyze and compare outcome data including student attendance, academic achievement, disciplinary data and suspensions. Root causes will be considered and interventions targeting those causes will be implemented. We will set goals and look for the data to show progress over time.	
1-Aug-19	1-Jan-20	Adequate personnel will provide necessary services to students. These people will include, but are not limited to: the Family Services School counselor, school psychologist, Children's Integrated Services in-building representative, Grief and Loss Support counselor, Family Services Therapist.	

1-Sep-19	1-Jan-20	Our Family and Community Outreach staff member will make connections with community agencies to support students SEL and development.
1-Aug-19	1-Jan-20	We will invite a member of the Student Services team to present at a monthly faculty meeting about interventions they offer students and families, and how to access.
1-Sep-19	1-Jan-20	Classroom aides and other paraprofessional staff will be trained on ways to best support students in the classroom. Classroom teacher and aide partners will meet quarterly to review responsibilities, provide feedback and support.

<b>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.</b>	We will create a mid-year survey for staff and families around the services that are available to students (academic, attendance, behavior). Our goal by the end of January 2020 is that 65% of the instructional staff will agree or strongly agree that they know who to go to for support in the above areas. For families, our goal is that 85% of families completing the survey will agree or strongly agree that they know how to access supports for their children at the school. We should see strong collaboration between instructional staff and student services team members in regards to meaningful interventions for students. We will include on the survey for staff an opportunity for them to suggest team members, outside agencies they would like to know more from during Professional Development sessions.	
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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	Feedback, input from staff will be utilized to plan for specific team members or outside agencies to come and speak about services offered.
1-Jan-20	1-Jun-20	There will be a clear system in place for all teachers and staff who work with the same student to share information about a student's SEL needs, SEL supports and strategies. Students will work with staff to identify goals and together monitor his/her progress towards goals. Adjustments will be made based on progress.
1-Jan-20	1-Jun-20	Adequate personnel will provide necessary services to students. These people will include, but are not limited to: the Family Services School counselor, school psychologist, Children's Integrated Services in-building representative, Grief and Loss Support counselor, Family Services Therapist.
1-Jan-20	1-Jun-20	Kid Talk team will provide quarterly data on students referred for academic, attendance and behavior concerns. The quarterly report will also include results of interventions and adjustments made. The SCEP team will review this data and make additional recommendations.
1-Jan-20	1-Jun-20	Classroom aides and other paraprofessional staff will be trained on ways to best support students in the classroom. Classroom teacher and aide partners will meet quarterly to review responsibilities, provide feedback and support.



**REVIEWER FEEDBACK**

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

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

<b><u>REVIEWER FEEDBACK ON ACTIVITIES</u></b>
