

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010018
School Name:	Delaware Community School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kenneth A. Lein	Title	Principal
Phone	518-475-6750	Email	klein@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

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
Kenneth Lein	Principal		3-Jul-19
Amelia Gallagher	Assistant Principal		3-Jul-19
Megan Riggins	Fifth Grade Teacher		3-Jul-19
Jennifer Carey Fusco	Reading Coach		3-Jul-19
Leanne Iorio	ENL Teacher		3-Jul-19
Theresa Montalvan	Social Worker		3-Jul-19
Alex Suarez	Parent		3-Jul-19
Euella Francis	Parent		3-Jul-19

LEA Name:	City School District of Albany
LEA BEDS Code:	01010001000
School Name:	Delaware Community School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kenneth A. Lein	Title	Principal
Phone	518-810-2637	Email	klein@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.


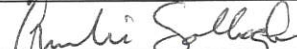




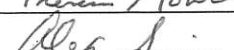

Implementation is required no later than the first day of regular student attendance.

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
Kenneth Lein	Principal		3-Jul-19
Amelia Gallagher	Assistant Principal		3-Jul-19
Megan Riggins	Fifth Grade Teacher		3-Jul-19
Jennifer Carey Fusco	Reading Coach		3-Jul-19
Leanne Iorio	ENL Teacher		3-Jul-19
Theresa Montalvan	Social Worker		3-Jul-19
Alex Suarez	Parent		3-Jul-19
Euella Francis	Parent		3-Jul-19

Statement of Assurances

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

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

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

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

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

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

Evidence-Based Intervention

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

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

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

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

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

	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)	

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Professional Learning Communities

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
Kenneth Lein	Principal
Amelia Gallagher	Assistant Principal
Megan Riggins	Fifth Grade Teacher
Jennifer Carey Fusco	Reading Teacher
Leanne Iorio	ENL Teacher
Theresa Montalvan	Social Worker
Alex Suarez	Parent
Euella Francis	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	March 4, March 19, April 1	KL, AG, MR, JCF, LI, TM, AS	
Determining priorities and goals based on the needs identified	March 19, May 6, May 16, May 17, June 3	KL, AG, MR, JCF, LI, TM, AS	
Identifying an evidence-based intervention	May 17, June 5	KL, MR, JCF, LI	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	June 25, June 27	KL, MR, JCF, LI, TM, AS, EF	
Identifying a plan to communicate the priorities to different stakeholders	June 27, 2019	KL, MR, LI, EF	

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	NWEA scores from all Black children (identified group) were compiled in one chart, both those doing well and those struggling. A discussion was held at the March 20, 2019 faculty meeting and that information was used to support strategies moving forward. Information from Spring NWEA was shared to end the year and will be used as guidance moving forward through the plan. Specific data will be shared during August.
Parents with children from each identified subgroup.	The parent perspective was more one of disappointment about priorities of families which led to discussion regarding family engagement, but in the end it was agreed that we would work from the "inside-out". Our action steps will try to instill the importance of education with the children who sit in front of us, thus chronic absenteeism must improve.
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile: African American- PI-53 Growth-45.5 %tile Asian PI-73, Growth 55.1 %tile Students with Disabilities-PI-7, Growth 53.7 %tile Caucasian PI - 65, Growth 63.5%tile NWEA Projected Level 2-4 ELA 40%
--	--

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Delaware Community School will increase Median Growth Percentile (MGP) to exceed the 50th %tile for the African American subgroup, and to the 54th percentile for all other subgroups, and the ELA Academic Achievement (Performance Index) from: African American- PI 53 to 61.5 Asian PI 73 to 77.7 SWD PI 7 to 29.6 Caucasian PI 65 to 88.9
---	--

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Teachers' instructional practices and evidence of planning in English Language Arts do not consistently address student voice and higher order thinking as evidenced by walkthroughs and the DTSDE review.
--	--

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.
		Rigorous Standards Based Instruction
September 2019	September 2019	Principal and coach will identify trends in academic data and professional development on using NWEA to strategically target standards.
September 2019	September 2019	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
September 2019	September 2019	Coaches will provide embedded PD for grades K-2 focused on grade level standards that incorporate higher order thinking strategies.
September 2019	September 2019	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
September 2019	September 2019	An administrator will be in attendance in at least one ELA data cycle per grade level per month.

September 2019	September 2019	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
October 2019	October 2019	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
October 2019	October 2019	BLT will review data trends to identify the next round of coaching cycles.
October 2019	October 2019	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
October 2019	October 2019	Coaches will provide embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.
October 2019	October 2019	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
October 2019	October 2019	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
October 2019	October 2019	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
November 2019	November 2019	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
November 2019	November 2019	BLT will review data trends to identify the next round of coaching cycles.
November 2019	November 2019	Embedded PD for grades K-2 focused on grade level standards that incorporate higher order thinking strategies.
November 2019	November 2019	Coaches will provide embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.
November 2019	November 2019	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
November 2019	November 2019	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
November 2019	November 2019	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
December 2019	December 2019	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
December 2019	December 2019	BLT will review data trends to identify the next round of coaching cycles.
December 2019	December 2019	Embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.
December 2019	December 2019	Administrators walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
December 2019	December 2019	Coaches will provide embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.
September 2019	December 2019	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
September 2019	December 2019	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.

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.	NWEA- increase in the number of students projected to achieve a Level 2 and above from Fall and Winter ELA 40.1% to 45% NWEA - African American subgroup meet or exceed the 50th percentile for Conditional Growth Winter; all others the 54th %tile 80% of students meet their Fall to Winter goal on Curriculum Based Measures (DIBELS) Increase in student performance on the Wonders Benchmark Assessment Fall to Winter Proficiency 80% of students will achieve grade level goal based on Data Teaming Short Cycles
---	---

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.
Rigorous Standards Based Instruction		
January 2020	January 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
January 2020	January 2020	BLT will review data trends to identify the next round of coaching cycles.
January 2020	January 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
January 2020	January 2020	Embedded PD for grades 3-5 focused on grade level standards that incorporate student voice in classroom discussions.
January 2020	January 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in classroom discussions in alignment with the embedded PD.
January 2020	January 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
January 2020	January 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
February 2020	February 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
February 2020	February 2020	BLT will review data trends to identify the next round of coaching cycles.
February 2020	February 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
February 2020	February 2020	Embedded PD for grades K-2 focused on grade level standards that incorporate student voice in classroom discussions.
February 2020	February 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
February 2020	February 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
February 2020	February 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
February 2020	March 2020	Principal and coach will identify trends (Winter NWEA) in academic data and professional development on using NWEA to strategically target standards.

March 2020	March 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
March 2020	March 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
March 2020	March 2020	Embedded PD for grades 3-5 focused on grade level standards that incorporate student voice in classroom discussions.
March 2020	March 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
March 2020	March 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
March 2020	March 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
April 2020	April 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
April 2020	April 2020	BLT will review data trends to identify the next round of coaching cycles.
April 2020	April 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
April 2020	April 2020	Embedded PD for grades K-2 focused on grade level standards that incorporate student voice in classroom discussions.
April 2020	April 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
April 2020	April 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
April 2020	April 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
May 2020	May 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
May 2020	May 2020	BLT will review data trends to identify the next round of coaching cycles.
May 2020	May 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
May 2020	May 2020	Embedded PD for grades 3-5 focused on grade level standards that incorporate student voice in classroom discussion.
May 2020	May 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
May 2020	May 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.
May 2020	May 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
June 2020	June 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
June 2020	June 2020	BLT will review data trends (Spring NWEA) to identify coaching cycles for the upcoming year.
June 2020	June 2020	An administrator will be in attendance in at least one ELA data cycle per grade level per month.

June 2020	June 2020	The administrator will collect plans at least monthly to look for evidence of planning for incorporating student voice in classroom discussion.
-----------	-----------	---

Mathematics

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

17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile:
 African American- PI-37.8 Growth 45.5
 Asian PI-69.7 Growth 55.1
 Economically Disadvantaged-PI-50.7 to 66.8 Growth 51.5
 Hispanic- PI-34.6 Growth 53
 Students with Disabilities-PI 7 Growth 53.7
 Caucasian 64.3 Growth 63.5
 ALL Students- PI 54.3 Growth 51.8
 Hispanic PI 46.8 Growth 53
 NWEA Projected Level 2-4 Math 42%

**B2. SCEP Goal for Mathematics
 TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

By June 2020, Delaware Community School will increase Median Growth Percentile (MGP) for African American students to the 50th %tile and all other subgroups to the 54th percentile, and the Mathematics Academic Achievement (Performance Index) from:
 All - PI 54.3 to 70 Asian PI 69.7 to 76.2
 African American - PI 37.8 to 60.2
 Economically Disadvantaged- PI 50.7 to 66.8 ELL - PI 41.8 to 50.6
 Hispanic- PI 46.8 to 68
 Students with Disabilities- PI 7 to 29.5
 Caucasian PI 64.3 to 86.8
 NWEA Projected Level 2-4 Math 42% to 50%

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.

Teachers' instructional practices and evidence of planning in mathematics do not consistently address student voice and higher order thinking as evidenced by walkthroughs and the DTSDE review.

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.
Rigorous-Based Standards Instruction		
September 3, 2019	September 5, 2019	Principal and Coach will identify trends in academic data and professional development on using NWEA to strategically target standards.
September	September	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
September	September	Embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.

September	September	Administrators walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
September	September	An administrator will be in attendance in at least one Math data cycle per grade level per month.
September	September	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
October	October	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
October	October	Embedded PD for grades K-2 focused on grade level standards that incorporate higher order thinking strategies.
October	October	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
October	October	BLT will review data trends to identify the next round of coaching cycles.
October	October	An administrator will be in attendance in at least one Math data cycle per grade level per month.
October	October	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
November	November	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
November	November	Embedded PD for grades 3-5 focused on grade level standards that incorporate higher order thinking strategies.
November	November	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
November	November	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
November	November	An administrator will be in attendance in at least one Math data cycle per grade level per month.
November	November	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
December	December	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
December	December	Embedded PD for grades K-2 focused on grade level standards that incorporate higher order thinking strategies.
December	December	Administrator walkthroughs will focus on students engaging in higher order thinking practices in alignment with the embedded PD.
December	December	BLT will review data trends to identify the next round of coaching cycles.
December	December	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
December	December	An administrator will be in attendance in at least one Math data cycle per grade level per month.
December	December	The administrator will collect plans at least monthly to look for evidence of planning for outcomes and higher order questioning.
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.		NWEA- increase in the number of students projected to achieve a Level 2 and above from Fall and Winter Math 42% to 46% NWEA - African American subgroup meet or exceed the 50th percentile for Conditional Growth Winter; all others the 54th %tile 80% of students meet their Fall to Winter goal on Curriculum Based Measures (DIBELS) Increase in student performance on the Wonders Benchmark Assessment Fall to Winter Proficiency 80% of students will achieve grade level goal based on Data Teaming Short Cycles

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.
January 2020	January 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.

January 2020	January 2020	BLT will review data trends to identify the next round of coaching cycles.
January 2020	January 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
January 2020	January 2020	Embedded PD for grades K-2 focused on grade level standards that incorporate student voice in classroom discussions.
January 2020	January 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in classroom discussions in alignment with the embedded PD.
January 2020	January 2020	An administrator will be in attendance in at least one Math data cycle per grade level per month.
January 2020	January 2020	The administrator will collect plans at least monthly to look for evidence of planning for strategies to include student voice in classroom discussions.
February 2020	February 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
February 2020	February 2020	BLT will review data trends to identify the next round of coaching cycles.
February 2020	February 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
February 2020	February 2020	Embedded PD for grades 3-5 focused on grade level standards that incorporate student voice in classroom discussions.
February 2020	February 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
February 2020	March 31, 2020	Principal and Coach will identify trends (Winter NWEA) in academic data and professional development on using NWEA to strategically target standards.
March 2020	March 31, 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
March 2020	March 31, 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
March 2020	March 31, 2020	Embedded PD for grades K-2 focused on grade level standards that incorporate student voice in classroom discussions.
March 2020	March 31, 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
March 2020	March 31, 2020	An administrator will be in attendance in at least one Math data cycle per grade level per month.
March 2020	March 31, 2020	The administrator will collect plans at least monthly to look for evidence of planning for strategies to include student voice in classroom discussions.
April 2020	April 30, 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
April 2020	April 30, 2020	BLT will review data trends to identify the next round of coaching cycles.
April 2020	April 30, 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
April 2020	April 30, 2020	Embedded PD for grades 3-5 focused on grade level standards that incorporate student voice in classroom discussions.
April 2020	April 30, 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
April 2020	April 30, 2020	An administrator will be in attendance in at least one Math data cycle per grade level per month.
April 2020	April 30, 2020	The administrator will collect plans at least monthly to look for evidence of planning for strategies to include student voice in classroom discussions.
May 2020	May 31, 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
May 2020	May 31, 2020	BLT will review data trends to identify the next round of coaching cycles.

May 2020	May 31, 2020	Data driven coaching cycles will be provided to individual/grade level teams based on the review of data trends.
May 2020	May 31, 2020	Embedded PD for grades K-2 focused on grade level standards that incorporate student voice in classroom discussion.
May 2020	May 31, 2020	Administrator walkthroughs will focus on students engaging in an increase of student voice in alignment with the embedded PD.
May 2020	May 31, 2020	An administrator will be in attendance in at least one Math data cycle per grade level per month.
May 2020	May 31, 2020	The administrator will collect plans at least monthly to look for evidence of planning for strategies to include student voice in classroom discussions.
June 2020	June 2020	Weekly grade level data teams will target data cycle on identified standards based on the review of assessments.
June 2020	June 2020	BLT will review data trends (Spring NWEA) to identify coaching cycles for the upcoming year.
June 2020	June 2020	An administrator will be in attendance in at least one Math data cycle per grade level per month.
June 2020	June 2020	The administrator will collect plans at least monthly to look for evidence of planning for strategies to include student voice in classroom discussions.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			The question that Delaware Community School has identified to improve its results from the 2018-19 to the 2019-20 school year is number 69 from the School Performance Scan: Student behavior does not interfere with instruction.
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.			Benchmark 2.6% agreement 18-19 School Discipline and Suspension Data African American- 39.3% of discipline reports (183 reports)
B1. SCEP Goal for Survey Question			By January 2020, Delaware Community School will increase the percentage of staff that agree by 25% that behavior does not interfere with instruction. Discipline referrals will be reduced for African American students by 20% from 183 to 146.
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.			According to the results of the PLC Associates School Performance Scan (only 2.6% of teachers believe that behavior in the school does not interfere with instruction), there is a need to improve both Tier 1 management plans, and offer more support at the Tier 2/3 level.
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.	
		Social Emotional Learning	
August 2019	September 5, 2019	The PBIS team will identify 10 social emotional lessons/themes to be presented at morning program and used at classroom morning meetings.	
September 3, 2019	September 5, 2019	The PBIS team will present Social Emotional Theme #1 to staff.	
September 2019	December 1, 2019	All classrooms will have the day's schedule posted.	
September 3, 2019	December 31, 2019	Teachers will conduct daily morning meetings with a social emotional/trauma informed focus using the book 80 Morning Meeting Ideas as guidance.	
September 2019	September 19, 2019	The PBIS team will present Social Emotional Theme #1 to K-2 at Morning Program.	
September 2019	September 26, 2019	The PBIS team will present Social Emotional Theme #1 to 3-5 at Morning Program.	
September 2019	September 25, 2019	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #2 at the principal professional development meeting.	
September 2019	September 2019	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.	

September 2019	September 2019	MTSS Committee will conduct a full school data review.
October 2019	Oct 23, 2019	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #3 at the principal professional development meeting.
October 2019	October 4, 2019	The PBIS team will present Social Emotional Theme #2 to K-2 at Morning Program.
October 2019	October 18, 2019	The PBIS team will present Social Emotional Theme #2 to 3-5 at Morning Program.
October 2019	October 25, 2019	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #3 at the principal professional development meeting.
October 2019	October 2019	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
November 2019	October 1, 2019	The PBIS team will present Social Emotional Theme #3 to K-2 at Morning Program.
November 1, 2019	November 15, 2019	The PBIS team will present Social Emotional Theme #3 to 3-5 at Morning Program.
November 1, 2019	November 1, 2019	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #4 at the principal professional development meeting.
November 1, 2019	November 1, 2019	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
December 2019	December 6, 2019	The PBIS team will present Social Emotional Theme #4 to K-2 at Morning Program.
December 1, 2019	December 20, 2019	The PBIS team will present Social Emotional Theme #4 to 3-5 at Morning Program.
December 1, 2019	December 31, 2019	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #5 at the principal professional development meeting.
December 1, 2019	December 31, 2019	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
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.		DTSDE Survey Data form 2018-19 to 2019-20 A change from 2.6% to 31.6%. Discipline referrals will be reduced for African American students by 20% from 92 to 73 or less.
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.
Social Emotional Learning		
January 2020	June 2020	All classrooms will have the day's schedule posted.
January 2020	June 2020	Teachers will conduct daily morning meetings with a social emotional/trauma informed focus using the book 80 Morning Meeting Ideas as guidance.
January 2020	January 3, 2020	The PBIS team will present Social Emotional Theme #5 to K-2 at Morning Program.

January 2020	January 17, 2020	The PBIS team will present Social Emotional Theme #5 to 3-5 at Morning Program.
January 2020	January 22, 2020	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #6 at the principal professional development meeting.
January 2020	January 31, 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
February 2020	February 7, 2020	The PBIS team will present Social Emotional Theme #6 to K-2 at Morning Program.
February 2020	February 28, 2020	The PBIS team will present Social Emotional Theme #6 to 3-5 at Morning Program.
February 2020	February 26, 2020	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #7 at the principal professional development meeting.
February 2020	February 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
March 2020	March 6, 2020	The PBIS team will present Social Emotional Theme #7 to K-2 at Morning Program.
March 2020	March 20, 2020	The PBIS team will present Social Emotional Theme #7 to 3-5 at Morning Program.
March 2020	March 18, 2020	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #8 at the principal professional development meeting.
March 2020	March 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
April 2020	April 3, 2020	The PBIS team will present Social Emotional Theme #8 to K-2 at Morning Program.
April 2020	April 24, 2020	The PBIS team will present Social Emotional Theme #8 to 3-5 at Morning Program.
April 2020	April 29, 2020	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #9 at the principal professional development meeting.
April 2020	April 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
May 2020	May 1, 2020	The PBIS team will present Social Emotional Theme #9 to K-2 at Morning Program.
May 2020	May 15, 2020	The PBIS team will present Social Emotional Theme #9 to 3-5 at Morning Program.
May 2020	May 27, 2020	The principal will report behavior data and the Behavior Team will present on Social Emotional Theme #10 at the principal professional development meeting.
May 2020	May 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.
June 2020	June 5, 2020	The PBIS team will present Social Emotional Theme #10 to PK-5 at Morning Program.
June 2020	June 2020	Members of administration and/or of the Tier 2/3 Behavior Support Team will visit each classroom 1-2 times to monitor implementation.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	Disproportionality African American students make up 25.5% of the school population, but 39.3% of the referrals
---	---

B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020, Delaware Community School will close the gap on disproportionality in school discipline referrals by 50%. Disproportionality for African American students will decrease from a 14% difference to a proportionate rate.
---	--

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.	Discipline data show a disproportionality for African American students. There is a need to develop and support Tier 1 behavior plans that eliminate disproportionate referrals.
--	--

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.
Tier 1		
September 2019	September 2019	The behavior team will lead a teacher data dive in students' behavior data to create Tier 1 plans.
September 2019	September 21, 2019	The administrators will visit each classroom to discuss the Code of Conduct, and student responsibilities.
September 2019	September 2019	The principal will share last year's behavioral data.
September 2019	December 2019	The assistant principal maintains data from daily behavior point sheets.
August	September 5, 2019	Principal and behavior specialist will identify trends in behavioral data to identify needed classroom support.
September 2019	September 2019	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
September 2019	September 30, 2019	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
October 1, 2019	October 2019	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
October 2019	October 2019	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
October 2019	October 31, 2019	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
October, 2019	October, 2019	The principal will report behavior data to begin his monthly professional development session.

November 2019	November 2019	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
November 2019	November 2019	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
November 2019	November 30, 2019	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
November, 2019	November, 2019	The principal will report behavior data to begin his monthly professional development session.
December 2019	December 2019	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
December 2019	December 2019	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
December 2019	December 31, 2019	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
December 2019	December 2019	The principal will report behavior data to begin his monthly professional development session.

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.
January 2020	June 2020	The assistant principal maintains data from daily behavior point sheets.
January 2020	January 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
January 2020	January 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
January 2020	January 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
January 2020	January 2020	The principal will report behavior data to begin his monthly professional development session.
February 2020	February 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
February 2020	February 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
February 2020	February 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
February 2020	February 2020	The principal will report behavior data to begin his monthly professional development session.
March 2020	March 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
March 2020	March 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
March 2020	March 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
March 2020	March 2020	The principal will report behavior data to begin his monthly professional development session.
April 2020	April 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
April 2020	April 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
April 2020	April 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
April 2020	April 2020	The principal will report behavior data to begin his monthly professional development session.

May 2020	May 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
May 2020	May 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
May 2020	May 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
May 2020	May 2020	The principal will report behavior data to begin his monthly professional development session.
June 2020	June 2020	The Tier 2/3 Behavior Team meets weekly to review the data (point sheets and discipline referrals) and look at trends.
June 2020	June 2020	Data driven coaching cycles will be provided to individual teachers based on the review of data trends.
June 2020	June 2020	Administrator walkthroughs will occur in all classrooms where individual coaching has occurred to give feedback specific to recommendations made by the behavior specialist.
June 2020	June 2020	The principal will report behavior data to begin his monthly professional development session.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	17-18 Chronic Absenteeism All-15.5 % African American -17.2 % Economically Disadvantaged- 14.8 % Hispanic- 17% Students with Disabilities- 27.3% Caucasian - 17.6 % ELL - 15.2 %	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, Delaware Community School will decrease chronic absenteeism from: All 15.5 to 14.5% African American 17.2 to 16.5 % Economically Disadvantaged- 14.8 to 14 % Hispanic- 17 to 16.5% Students with Disabilities- 27.3 to 22.6% Caucasian - 17.6 to 15.5% ELL - 15.2 to 11	
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.	There is a need to create a greater awareness, and better oversight and monitoring of student attendance to ensure students and families recognize it's importance.	
<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.
August 2019	August 2019	The principal will identify all students that are chronically absent from 2018-2019.
August 2019	August 2019	The principal will mail letters linking student achievement to absenteeism.
September 2019	September 2019	The assistant principal and/or principal will visit each classroom to emphasize attendance.
September 2019	September 2019	The principal will discuss improvement in attendance as a building goal at the Meet the Teacher Night.
September 2019	December 2019	The principal will celebrate all classrooms above 95% attendance and all individual's with perfect attendance at morning program.
September 2019	December 2019	Grade level attendance will be posted monthly on the bulletin board in the main foyer.
September 2019	December 2019	Classrooms above 95% will receive a certificate to display outside of their classroom
September 2019	December 2019	The Attendance Committee will meet monthly to review attendance, identify necessary barriers and supports.

September 2019	December 2019	The principal will send out letters to notify families whose children are on a projection for chronic absenteeism.
September 2019	December 2019	The principal will report attendance data to parents monthly at PTA meetings and via back-pack notice and School News Notifier.
October 2019	October 2019	The principal or designee will make a home visit to discuss attendance for those less than 85%.
November 2019	November 2019	The principal or designee will make a home visit to discuss attendance for those less than 85%.
December 2019	December 2019	The principal or designee will make a home visit to discuss attendance for those less than 85%.
<p>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.</p>		
		<p>Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20 By end of January 2020, Delaware Community School will decrease chronic absenteeism from: All 13% African American 15 % Economically Disadvantaged- 12.5% Hispanic- 15% Students with Disabilities- 25% Caucasian - 14% ELL - 10%</p>
<p>F1. Action Plan - January 2020 through June 2020</p>		
<p>F2. Start Date: Identify the projected start date for each activity.</p>	<p>F3. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>
January 2020	June 2020	The principal will celebrate all classrooms above 95% attendance and all individual's with perfect attendance at morning program.
January 2020	June 2020	Grade level attendance will be posted monthly on the bulletin board in the main foyer.
January 2020	June 2020	Classrooms above 95% will receive a certificate to display outside of their classroom
January 2020	June 2020	The Attendance Committee will meet monthly to review attendance, identify necessary barriers and supports.
January 2020	June 2020	The principal will send out letters to notify families whose children are on a projection for chronic absenteeism.
January 2020	June 2020	The principal will send out letters to celebrate high attendance or improved attendance.
January 2020	June 2020	The principal will report attendance data to parents monthly at PTA meetings and via back-pack notice and School News Notifier.
January 2020	June 2020	The principal or designee will make a home visit to discuss attendance for those less than 85%.