

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010027
School Name:	Eagle Point Elementary

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Gabriele Barbato	Title	Principal
Phone	518-475-6825	Email	gbarbato@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
Gabriele Barbato	Principal		
Sooyun McCoy	6th Grade Teacher		
Tammie Keough	4th Grade Teacher		
Molly Mullen	SPED Teacher		
Dawn Castle	ELA Coach		
Christina Lebrecht	1st Grade Teacher		
Tiana Taylor	Parent		
Elizabeth Cordona	Parent		

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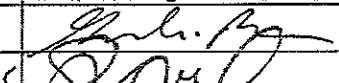
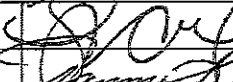

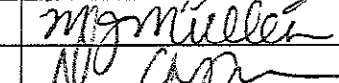
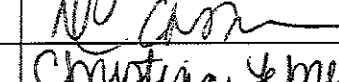
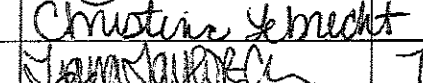
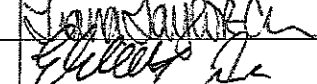
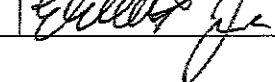
Implementation is required no later than the first day of regular student attendance.

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
Gabriele Barbato	Principal		
Sooyun McCoy	5th Grade Teacher		
Tammie Keough	4th Grade Teacher		
Molly Mullen	SPED Teacher		
Dawn Castle	ELA Coach		
Christina Lebrecht	1st Grade Teacher		7/17/19
Tiana Taylor	Parent		7/17/19
Elizabeth Cordona	Parent		7/17/19

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.

	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.

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.

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
Gabriele Barbato	Principal
Sooyun McCoy	6th grade teacher
Tammie Keough	4th grade teacher
Molly Mullen	SPED teacher
Dawn Castle	ELA coach
Christina Lebrecht	1st grade
Tiana Taylor	Parent
Elizabeth Cordona	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	9/24, 10/29, 2/25, 5/20,	GB, SM, TK, MM, DC, 9/24 - 2/25. GB to CL on 5/20	
Determining priorities and goals based on the needs identified	10/29, 3/15, 3/25 and 5/20	GB, SM, TK, MM, DC, 10/29. GB to CL on 3/15 to 5/20	
Identifying an evidence-based intervention	5/20	GB, SM, TK, DC, CL	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	3/15, 3/25	GB, SM, TK, DC, CL	
Identifying a plan to communicate the priorities to different stakeholders	6/5, 6/12, 6/19, 6/26	BLT members, TT, and EC	

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	We have started a CRE committee that aims to educate the teacher and staff that are responsible for teaching the students of our identified group. Also, we are incorporating more differentiation and rigor in the classroom which we are hoping, will be equity to the subgroups who may have not been exposed to some of the materials and teachings that will occur this year.
Parents with children from each identified subgroup.	The parents have expressed a need for more mindfulness and mediation in the schools. We have incorporated a morning meeting that will have a "mindful moment", 2 days a week.
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:

EPES	Baseline 17-18 ELA PI	Baseline 17-18 MGP
ALL	82.8	44.8
Asian	66.2	54.9
Black	65.4	45
ED	58.3	44.7
ELL	36.6	53.9
Hispanic	36.5	41.2
Multiracial	86.4	34.3
SWD	7.3	47.9
White	101.4	45.7

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.

By June 2020, Eagle Point Elementary will increase Median Growth Percentile (MGP) to exceed the 50th %tile for the Black subgroup, and to the 54th percentile for all other subgroups, and the ELA Academic Achievement (Performance Index) from:
 African American- PI-45 Growth-45.5%tile
 Economically Disadvantaged-PI-62.5, Growth-50 %tile
 Hispanic- PI 47.8, Growth 50%tile
 Students with Disabilities-PI-29.4, Growth 50 %tile
 ALL Students PI 29.4 Growth - 50%tile

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.

Based on a review of data and DTSDE recommendations, there is a lack of rigorous instruction that uses tasks aligned with grade-level standards and the amount of writing that occurs within the school day. The staff needs to be consistently analyzing multiple data points to intentionally plan and deliver instruction based on student needs.

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.
		<u>Rigorous Standards Based Instruction</u>
September	December	Building Leadership team will meet monthly to monitor the implementation of the SCEP and review data to monitor the progress of all subgroups.
September	September	The coach will provide professional development to teachers focused on analyzing grade levels standards and how they are vertically aligned using the Wonders map for the first unit of study. Teachers will review the standard, identify the vertical grade level tasks that students should be expected to perform and review their grade level material to identify if any additional resources are needed to meet the rigor of the standard.
September	September	Principal will conduct walkthroughs to establish a baseline focused on the alignment between the grade level standard and tasks students are asked to perform.
October 2019	October 2019	After the administration of Fall NWEA/District Pre-Assessments, the Common Planning Time would be spent around identifying RTI groups and set long term goals around priority standards. The group would then identify needs and unfinished learning of all the identified sub-groups. The district data coach and ELA coach will assist teachers in accessing the appropriate NWEA reports.
October 2019	October 2019	Principal and coach will collect evidence of planning to review alignment for the tasks students are expected to engage in and the grade level standard.
October 2019	October 2019	Principal will meet with teachers whose plans and/or instructional delivery demonstrate a need for additional support.
October 2019	October 2019	Principal will create a schedule of support for teachers whose evidence of planning does not demonstrate standards based instruction.
October 2019	October 2019	Coaches will deliver a coaching cycle to teachers identified by the Principal based on the review of plans and walkthroughs.
October 2019	October 2019	Principal will conduct walkthroughs to identify the degree to which the instruction and tasks are aligned to the standards.
November	November	Building Leadership team will review RtI and checkpoint data for all subgroups. Principal will share overall results of walkthrough data.
November	November	PD: Teachers will bring student work samples of the standard identified in September and provide feedback to each other regarding alignment and rigor of the task. Coach will facilitate the identification of a new standard that all grade levels will unpack in an upcoming unit of study. Identify rigorous tasks and determine if additional resources are needed for implementation.
October	November	Coach will support teachers in the development of Tier 1 Instructional plans based on the results of the Fall benchmark assessments (NWEA, Lori Strong, K-Stahl and Dibels).
December	December	Principal will conduct walkthroughs to identify the degree to which the instruction and tasks are aligned to the standards.

MTSS: Monitoring Interventions		
October	October	The MTSS team will analyze data and identify classes for Tier 1 support. MTSS will determine this from the results of the assessments given by the district. They will also identify students who may qualify for the Tier 2/Tier 3 supports. The MTSS team will identify interventions for Tier 2/3 students.
October	October	The MTSS team will create a gap analysis for each classroom, and collaborate with classroom teachers through the assigned case managers. This information will help teachers plan RTI blocks and creating instructional groups.
October	December	The MTSS team will meet weekly to review and monitor the progress of Tier2/3 students.
Writing		
November	November	The coach will provide professional development to teachers focused on the writing outlined in the pacing maps using the Wonders resource. Teachers will bring samples of student writing and the writing rubric from the Wonders program to discuss how they used the rubric to grade the writing pieces. They will review the vertical alignment and rubrics for other grade levels and identify or create exemplars for each grade level.
December	December	Principal will collect samples of student writing and review with Coach to identify additional professional development or targeted coaching support.
December	December	Principal will identify teachers/teams that need Coaching Support on writing. Coach will provide support as determined by Principal.
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- Level 2 and above projections for each subgroup- Fall and Winter NWEA Conditional Growth Percentile Winter - all subgroups 50th percentile of greater Fall to Winter Curriculum Based Measures- increase proficiency by 10% or more from Fall to Winter Wonders Benchmark Assessment Fall to Winter Proficiency- increase proficiency by 10% or more from Fall to Winter Data Teaming Short Cycle Data - 80% or more students move at least 1 level
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	June	Building Leadership team will meet monthly to monitor the implementation of the SCEP and review data to monitor the progress of all subgroups.
February	February	District staff (Geragthy) will conduct PD after the Winter NWEA administration to ensure that teachers understand the Quadrant chart and look at the RIT bands and standards for students using the continuum.
February	February	After the administration of Winter NWEA/District Assessments, the Common Planning Time would be spent around identifying RTI groups and set long term goal around priority standards. The group would then identify needs and unfinished learning of all the identified sub-groups. The district data coach and ELA coach will assist teachers in accessing the appropriate NWEA reports.
February	March	Coaches will support teachers in the development of Tier 1 Instructional plans based on the results of the Fall benchmark assessments (NWEA, Lori Strong, K-Stahl and Dibels).

January	January	Principal and coach will collect evidence of planning to review alignment for the tasks students are expected to engage in and the grade level standard.
January	January	Principal will meet with teachers whose plans and/or instructional delivery demonstrate a need for additional support.
January	January	Principal will create a schedule of support for teachers whose evidence of planning does not demonstrate standards based instruction.
January	January	Principal will conduct walkthroughs to identify the degree to which the instruction and tasks are aligned to the standards.
January	January	Coaches will deliver a coaching cycle to teachers identified by the Principal based on the review of plans and walkthroughs.
March	March	Building Leadership team will review RtI and checkpoint data for all subgroups. Principal will share overall results of walkthrough data.
March	May	Principal will conduct walkthroughs to identify the degree to which the instruction and tasks are aligned to the standards.
February	June	Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.
April	May	The BLT will survey the staff for PD needs. They will also consider walkthrough data to streamline the choices given to staff.
June	June	Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.
		MTSS: Monitoring Interventions
February	February	The MTSS team will analyze data and identify classes for Tier 1 support. MTSS will determine this from the results of the assessments given by the district. They will also identify students who may qualify for the Tier 2/Tier 3 supports. The MTSS team will identify interventions for Tier 2/3 students.
February	February	The MTSS team will create a gap analysis for each classroom, and collaborate with classroom teachers through the assigned case managers. This information will help teachers plan RTI blocks and create instructional groups.
March	June	The MTSS team will meet weekly to review and monitor the progress of Tier2/3 students.
		Writing
January	January	Principal will collect samples of student writing from classrooms who received Coach support.
February	February	Coach will facilitate with each grade level team a review of student writing. Teams will use Common Planning time to identify additional strategies to support student growth.
March	March	Principal will collect samples of student writing and review with Coach to identify additional professional development or targeted coaching support.
May	May	Coach will provide additional PD on writing as needed. All grade levels will review students' writing and identify the percentage of students at each level on the grade level writing rubric. Grade teams will identify strategies for increasing the percentage of students who meet the grade level standard.

Mathematics

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

17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile:

EPES	Baseline 17-18	Baseline 17-18
	ELA PI	MGP
ALL	82.8	44.8
Asian	66.2	54.9
Black	65.4	45
ED	58.3	44.7
ELL	36.6	53.9
Hispanic	36.5	41.2
Multiracial	86.4	34.3
SWD	7.3	47.9
White	101.4	45.7

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

By June 2020, Eagle Point Elementary School will increase Median Growth Percentile (MGP) for all subgroups to the 50th percentile and the ELA Academic Achievement (Performance Index) from:

African American-PI 36.3 to 45

Economically Disadvantaged- PI 44.4 to 63.5

Hispanic- PI 34.6 to 55.2

Students with Disabilities- PI 0 to 25.2

ALL Students-

EPES-Math	Baseline 17-18	Goal 19-20	State Long-Term Goal
ALL	69.1	76.6	119.4
Asian	75	101	177.5
Black	36.3	45	102.6
ED	44.4	63.5	107.8
ELL	57.4	80.3	98.2
Hispanic	34.6	55.2	105.8
Multiracial	63.6	-	-
SWD	0	25.2	78.6
White	93.7	108.3	121.9

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.

We need to implement standards based grade level instruction for core instructional time. In addition, we need standards based data driven instruction to address unfinished learning and extended learning in RTI block instructional time. Use of standards based math routines on a regular basis for continued learning in identified priority standards to promote depth of understanding and rigor.

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.
Systems and Structures		
August 2019	September 2019	Scheduling team will plan for Common planning time for all teachers to meet with instructional coaches including the special education coach regarding rigorous standards based instruction with emphasis on rigor and specially designed instruction.
September 2019	December 2019	Building Leadership team will meet monthly to monitor the implementation of the SCEP and review data to monitor the progress of all subgroups.
Rigorous Standards-Based Instruction		
September	September	The coach will provide professional development to teachers focused on analyzing grade levels standards and how they are vertically aligned using the Wonders map for the first unit of study. Teachers will review the standard, identify the vertical grade level tasks that students should be expected to perform and review their grade level material to identify if additional resources are needed to meet the rigor of the standard.
September 2019	January 2020	Individual Tier 1 Math meetings will be held for all teachers to establish a Tier 1 focus. The group will reconvene after the administration of the Winter NWEA benchmark. Instructional coaches and all teachers will be in attendance.
October 2019	January 2020	Embedded PD will focus on mathematical routines (Three Reads, etc.) and rigorous tasks to promote standards-based instruction with opportunities for higher level thinking within the Core Math block. PD will be delivered by the math coach at least 2 times with identified grade level cohorts. The professional development can include classroom enactment in which teachers experience and practice the routine of focus with students.
October 2019	January 2020	Coaching cycles will occur around math routines (e.g. counting collections, etc.) and rigorous standards-based instruction as an extension to the embedded professional development. In addition, coaching cycles will occur around Math RTI implementation and planning.
October 2019	January 2019	Teachers will implement math routine of focus from the embedded professional development to promote standards based learning and higher level thinking with the goal of implementing math routines (including but not limited to the math routine of focus) at least three times weekly as per the "K-5 Math Walkthrough document."
October 2019	January 2019	Building leader will conduct walkthroughs during the Core math block will focus on teachers' implementation of math routines to promote higher level thinking, and problem solving within priority standards of focus.
November 2019	November 2019	Teachers will bring student work samples of the standard identified in September and provide feedback to each other regarding alignment and rigor of the task. Coach will facilitate the identification of a new standard that all grade levels will unpack in an upcoming unit of study. Identify rigorous tasks and determine if additional resources are needed for implementation.
Data Teaming		
September 2019	January 2020	Data teaming in Math around priority standards and NWEA domains of focus with an emphasis on linking the data points to increase classroom impact.
October 2019	January 2020	Before the beginning of a short-term cycle, the team will not only set the short cycle goal, but unpack the priority standards that are included within the cycle. They will do this by accessing their CSDA Assessment Spreadsheets and utilizing the standards links. Teachers will identify priority standards and immediate links (pre-requisite and future) in the notes section of their CPT notes form.
Math Response to Intervention		
September 2019	December 2019	Math coach will provide professional development focused on implementing Dreambox during RTI block.
September 2019	June 2019	Teachers will implement 150 minutes of Math RTI a week. During this time, they will provide standards-based instruction that is driven by data (NWEA and District Assessments). This instruction will address unfinished learning within the priority standards of focus.

October 2019	November 2019	After the administration of Fall NWEA/District Pre-Assessments, the CPT will meet to identify RTI groups and set long term goal around domain and priority standards. The group would then identify needs and unfinished learning of all the identified sub-groups. The district data coach and math coach will provide teachers with the appropriate NWEA reports, as well as the CSDA spreadsheet.
October 2019	January 2019	Building leader will conduct walkthroughs that will focus on the Math RTI block and teacher's implementation of standards-based instruction that is driven by data.
October 2019	June 2019	Teachers will include independent practice via Dreambox for students during the Math RTI block.
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- Level 2 and above projections for each subgroup- Fall and Winter NWEA Conditional Growth Percentile Winter - all subgroups 50th percentile of greater Fall to Winter Curriculum Based Measures- increase proficiency by 10% or more from Fall to Winter Wonders Benchmark Assessment Fall to Winter Proficiency- increase proficiency by 10% or more from Fall to Winter Data Teaming Short Cycle Data - 80% or more students move at least 1 level
F1. Action Plan - January 2020 through June 2020		
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Systems and Structures		
January 2020	January 2020	Tier 1 Meetings will be held with all teachers after the administration of the Winter Benchmark to modify or continue the Tier 1 plan.
Data Teaming		
January 2020	June 2020	Data teaming in math around priority standards and NWEA domains of focus with an emphasis on linking the data points to increase classroom impact.
February 2020	February 2020	After the administration of Winter NWEA/District Pre-Assessments, the CPT would meet to identify RTI groups and set long term goal around domain and priority standards. The group would then identify needs and unfinished learning of all the identified sub-groups. The district data coach and math coach will provide teachers with the appropriate NWEA reports, as well as the CSDA spreadsheet.
January 2020	June 2020	Before the beginning of a short-term cycle, the team will not only set the short cycle goal, but unpack the priority standards that are included within the cycle. They will do this by accessing their CSDA Assessment Spreadsheets and utilizing the standards links. Teachers will identify priority standards and immediate links (pre-requisite and future) in the notes section of their CPT notes form.
Professional Development		
March	May	The BLT will survey the staff for PD needs. They will also consider walkthrough data to streamline the choices given to staff.
January 2020	June 2020	Coaching cycles will occur around math routines (e.g. counting collections, etc.) and rigorous standards-based instruction as an extension to the embedded professional development. In addition, coaching cycles will occur around Math RTI implementation and planning. The math coach will also support teachers with Dreambox data analysis and utilizing this data to make informed decisions during the RTI block.
January 2020	June 2020	Professional development will be offered around the Cognos Report for grades 3-5 and RTI modifications based upon previous grade level trends. This will occur during a teacher-directed professional development.
January 2020	June 2020	Professional development offerings will center around continuing math routines and rigorous tasks (e.g. number routines, Three Reads, etc.) These will occur bi-monthly and will be delivered by the math coach.

		Instructional Practice
January 2020	June 2020	Teachers will continue to implement math routines at least three times weekly "K-5 Math Walkthrough" document.
		Administrative Monitoring
January 2020	June 2020	Walkthroughs will focus on the Math RTI block and teacher's implementation of standards-based instruction that is driven by data.
January 2020	June 2020	C52Walkthroughs during the Core math block will focus on teachers' implementation of math routines to promote higher level thinking, and problem solving within priority standards of focus.

Science

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	In 2017-18, Eagle Point Elementary School had a 68% proficient level on the NYS Science test. The 2018-19 results are not available at this time.
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	The 2019 -20 NYS Science test result will increase by 10%.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Teachers at Eagle Point elementary school will begin the transition to the Next Generation Science Standards. Additionally, we are transitioning to a hands-on inquiry based approach.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
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Systems and Structures		
September 2019	January 2020	Building leaders will develop a timeline for implementation of Foss units for grades 4-5.
September 2019	October 2019	Each grade level will choose a STEAM Kit that they would like to work with this year in order to have a more hands-on Science curriculum. Teachers are required to provide a rationale to their selection aligned to standards.
September 2019	January 2020	Grade 4 and 5 teachers will attend professional development, provided by the district, to implement the new Science curriculum in these grade levels.
November 2019	January 2020	Teachers will have an opportunity to share their experiences with colleagues and possibly families regarding selected STEAM kits.
November 2019	January 2020	The principal, with the assistance of district staff, will monitor the implementation of the new Science units in Grades 4 and 5.

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.	Science Unit Assessments
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F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Systems and Structures		
January 2020	June 2020	2nd & 3rd grade will have their STEM inquiry unit implementation in January. Both units will have a pre and post test. The teachers will take that data, look at the gaps that exist, and use that information to guide their Science instruction.
January 2020	June 2020	The principal, with the assistance of district staff, will monitor the implementation of the new Science units in Grades 2-5.
January 2020	April 2020	STEAM night - This event will be an event to information parents about the learning standards and the state Science test.

Survey

<u>Survey</u>		
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	The question that Eagle Point Elementary School has identified to improve its results from the 2018-19 to the 2019-20 school year is: S61. We have an effective system for developing and building student social-emotional health. Student Survey and question #61	
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.	Based on the 2018-19 survey data, the baseline data for the question above is 36.8% for the students/parents/staff who believe we have an effective system for SEH. S61. We have an effective system for developing and building student social-emotional health. 36.8% SA/A	
B1. SCEP Goal for Survey Question	By June 2020, Eagle Point Elementary School will increase the percentage of SA/A to 50% or more for survey question S61: We have an effective system for developing and building social-emotional health.	
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.	In order to improve on this question, we need to train our entire staff on the systems and protocols that are in place. We need to keep the entire staff up to date on the school-wide data as well as make decisions based on the data to decrease our discipline referrals. In addition we need to build a community within our school holding everyone accountable with the alignment of the PBIS expectations school-wide.	
<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.
Tier 1 Systems and Supports		
July 2019	August 2019	The PBIS Tier 1-3 Team will work on establishing protocols for the school store, daily morning meetings, and discipline systems. These new protocols will build and develop student social-emotional health. The school store will provide a new and exciting incentive for positive behavior. It will provide opportunities for families to come in and explore our systems that align with PBIS. In addition, the daily morning meetings will build a community in our school in which all members are present and clear about the school-wide expectations together daily. The school-wide discipline systems, meaning how we report behavior, how behavior is dealt with, and what the data shows will now be a topic that is addressed throughout the year to keep the entire staff in the loop.
August 2019	September 2019	The PBIS Tier 1-3 Team will work on developing a refresher for staff of the discipline systems as this was an area of need on the building SAS from the 2018-19 school year. As stated above the violation systems include, how we report behavior, how behavior is dealt with using the code of conduct and the district wide flowchart, and how we can look at data to drive our decisions as a building tier 1-3.
September 2019	September 2019	At the September Principal PD the Discipline Flowchart will be reviewed with the staff. This will be in addition to the September "refresher" on the discipline systems. Staff will understand the role they play in the use of the Flowchart as well as the role the Tier 1-3 team and administration in decision making about behavior. The steps that are taken through using the Flowchart with fidelity will ultimately build and develop social-emotional health in our building.

September 2019	September 2019	Teachers will be given the opportunity to set up their Class DOJO accounts using a template that looks the same across grade level. All teachers will have the same indicators for the "needs work" tab, but have subject areas that meet their particular classroom schedules.
September 2019	September 2019	A school store will be introduced to students in September with parent volunteers and 6th grade student jobs. Students will use earned SOAR tickets to purchase items.
September 2019	December 2019	At 7:50 each morning APSUE staff will get all students in the gymnasium for an 8:00 morning meeting daily, the pledge, announcements, and the PBIS Expectation and/or mindful moments, and student recognition will take place at this time. The entire school will be present and involved in this community building initiative daily.
September 2019	October 2019	During the month of September teachers will evaluate their classroom systems and protocols to develop a Tier 1 Classroom Behavior Plan that will be fully implemented by the end of October. These tier 1 plans will focus on promoting positive social-emotional health amongst their students. These plans will be shared and stored in the school shared folder for reference throughout the year.
September 2019	December 2019	APSUE staff will meet with the principal on every Friday. During these Friday meetings APSUE staff will receive the same professional development the APSTA staff received in order to create a school community that has a common understanding and vision of building and developing social-emotional health.
October 2019	November 2019	At the October/November Principal PD the Preventative Strategies 2017-2018 Review Presentation will be presented to staff by the student support team. The student support will also give an opportunity for coaching and/or support in implementing these strategies within classrooms.
December 2019	January 2020	At the December/January Principal PD the Preventative Strategies 2018-2019 Review Presentation will be presented to staff by the student support team. The student support will also give an opportunity for coaching and/or support in implementing these strategies within classrooms.
		Tier 2/3 Systems and Supports
September 2019	January 2020	The tier 2/3 data representative will send a daily email to the Tier 2/3 team indicating the following: which classrooms are below 80%, students who fall below points (FBP) and which preventative strategies were used, and students who received a discipline referral. The representative will also update the data in School Tool, inform the teacher and/or principal/principal designee of the next steps on the flowchart. A plan will be developed within that day in order to make sure the steps were set up and a date in which it would be completed. This procedure falls under the "discipline systems", in which staff will be trained on this protocol in September during the refresher PD and throughout the year during Principal PDs and APSUE Staff Friday PDs.
September 2019	January 2020	After all Class DOJO accounts are set up they are then shared with the Tier 2/3 team for review of daily data. The Tier 2/3 team will be able to see which student FBP, with which teacher, during which subject area, and at what time of day. This data will help highlight the areas of need within our school in order to build and develop social-emotional health with particular students and classrooms.
September 2019	December 2019	The student support team will push in to self contained rooms with Second Step as well as model Second Step for teachers with below 80% classroom.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		DTSDE Survey Data form 2018-19 to 2019-20 Decrease Monthly Discipline and Suspension Data by subgroup form 2018-19 to 2019-20 Decrease Monthly Disproportionality by subgroup form 2018-19 to 2019-20

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.
		Tier 1 Systems and Supports
January 2020	June 2020	At 7:50 each morning APSUE staff will get all students in the gymnasium for an 8:00 morning meeting daily, the pledge, announcements, and the PBIS Expectation and/or mindful moments, and student recognition will take place at this time. The entire school will be present and involved in this community building initiative daily.
January 2020	June 2020	At monthly Principal PD's a preventative strategies recap, discipline flowchart review, and/or data will be shared out at the beginning of each meeting.
January 2020	June 2020	On the Friday of each month following the Principal PD the APSUE staff will meet with the building administrator to discuss the data that was presented. On every other Friday of the month the APSUE staff will have refreshers of systems and protocols.
January 2020	June 2020	During the remainder of the Principal PDs for the 2019-2020 School year the Tier 1-3 team will decide on topics in which the staff would find beneficial in prompting the development of social-emotional health within our building. In addition, data will be shared with staff in order to make school-wide decisions on areas in need.
		Tier 2/3 Systems and Supports
January 2020	June 2020	A daily email is sent to the PBIS Tier 2/3 Team to discuss Class DOJO data, preventative strategies data, and students moving on the flowchart.
January 2020	June 2020	At each PBIS Tier 2-3 meeting the team will analyze tier 1 data a for a specific area in need. The PBIS Tier 1 team will work on coming up with a plan during their monthly meeting in order to ultimately share out to staff at monthly faculty meetings.
January 2020	June 2020	A daily email is sent to the PBIS Tier 2/3 Team to discuss Class DOJO data, preventative strategies data, and students moving on the flowchart.
January 2020	June 2020	The tier 2/3 data representative will send a daily email to the Tier 2/3 team indicating the following: which classrooms are below 80%, students who FBP and which preventative strategies were used, and students who received a discipline referral. The representative will also update the data in School Tool, inform the teacher and/or principal/principal designee of the next steps on the flowchart. A plan will be developed within that day in order to make sure the steps were set up and a date in which is would be completed. This procedure falls under the "discipline systems", in which staff will be trained on this protocol in September during the refresher PD and throughout the year during Principal PDs and APSUE Staff Friday PDs.
January 2020	June 2020	The student support team will push in to self contained rooms with Second Step as well as model Second Step for teachers with below 80% classroom.

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- African American-16.4 Economically Disadvantaged-25.2 Hispanic- 26.8 Students with Disabilities- 32.6	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, we will decrease our Chronic Absenteeism rates for each subgroup as follows: African American-16.1 Economically Disadvantaged-19.9 Hispanic- 24.8 Students with Disabilities- 26.8	
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.	Our population of CA has increased from 41 to 73 children. The biggest increases are in the African American population which went from 7 to 22, SWD which went from 8 to 22, and Hispanic population which went from 8 to 20. Looking at this data, there is a need for a systematic change in what needs to happen for students who do not come to school and how we communicate this information to the staff.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date: Identify the projected end date for each activity.</u>	<u>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.</u>
<u>Systems and Structures</u>		
July	August	The district attendance officer will create a "Priority List" from the students who have been chronically absent, 18 absences and above, from the prior year and share it with the attendance committee.
July	August	The HSC will be making contact with the parents/students over the summer to discuss the need to improve attendance. Together, they will identify and create a plan with student and parent regarding the barriers and difficulties faced with attendance and possibly educational barriers. The committee will create a proactive plan with students regarding the educational barriers stopping their success.
September	September	The "Priority List" student plans will be shared with their classroom teacher and other relevant staff that will be enlisted to support the students and their family.
September	December	The school attendance committee will send the district required 5,10, 15 day chronic absence letter as students reach absence thresholds.
September	December	The attendance committee (inclusive of the principal) will meet monthly, as a group, to discuss the "Priority List" and any new student that may show up on this list as a result of their absences. The district attendance officer will supply the data for these meetings and notes of any interactions he has had with the student on the list. The HSC, Social Worker, Nurse, and Psychologist, will also share their notes and documentation with the committee.

September	December	Teachers will notify the secretary, by 8:40, if a "priority list" student is absent from their class.
September	December	The principal will meet with the HSC and Social Worker bi-weekly. The principal will monitor the documentation that is being inputted by the team.
October	December	The "Priority List" students will be receiving phone call and/or home visits when those students are showing improvement in attendance as well as when the student is absent. The HSC/ISS person will document through contact logs and emails.
October	December	Social Worker/HSC will meet weekly w/all chronic students to discuss routines and barriers attributing to past absenteeism. They will create a club or social group to enforce positive attendance. (Weekly lunch, mindfulness corner/mindful break plan (hallway sequence to regain individual focus and encourage success), etc..)
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.		Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20
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.
<u>Systems and Structures</u>		
January	June	The attendance committee (inclusive of the principal) will meet monthly, as a group, to discuss the "Priority List" and any new student that may show up on this list as a result of their absences. The district attendance officer will supply the data for these meetings and notes of any interactions he has had with the student on the list. The HSC, Social Worker, Nurse, and Psychologist, will also share their notes and documentation with the committee.
January	June	Teachers will notify the secretary, by 8:40, if a "priority list" student is absent from their class.
January	June	The principal will meet with the HSC and Social Worker bi-weekly. The principal will monitor the documentation that is being inputted by the team.
January	June	The school attendance committee will send the district required 5,10, 15 day chronic absence letter as students reach absence thresholds.
January	February	The attendance committee will discuss students who are still having attendance issues and recommend follow up action where needed including referrals to outside agencies, example - big brother, etc.
January	February	The attendance committee will advise MTSS, Special Education, and other committees on attendance issues and progress and determine next level to prevent continued absenteeism.
January	February	Social Worker/HSC/Support staff will meet with recommended students to discuss routines and barriers attributing to absenteeism.
May	June	The attendance committee will discuss development of long standing problematic cases and any recent developments or emergency cases that require immediate action.
May	June	The attendance committee will discuss past incentives and interventions and use data to determine their effectiveness.
May	June	The attendance committee will organize the awards (perfect attendance, most improved, highest class percentage).