

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010019
School Name:	New Scotland Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Lesley Buff	Title	Principal
Phone	518-810-2637	Email	lbuff@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
Lesley Buff	Entering Principal		
David Amodeo	Exiting Principal		
Marilyn Jones-Oliver	Assistant Principal		
Kourtney Abbruzzese	Fourth Grade Teacher		
Wanda Carter	Kindergarten Teacher		
Jenneane Klahr	Speech Teacher		
Nancy Perini	Fifth Grade Teacher		
Gloria Corley	Kindergarten Sp.Ed. Teacher		
Julie Yanson	4th/5th Grade Sp.Ed. Teacher		
Jenny O'Neil	Parent		
Jillian Gonch	Behavior Specialist		
Christine Moore	Second Grade Teacher		

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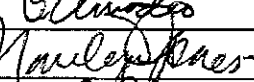
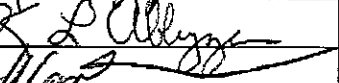
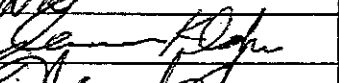
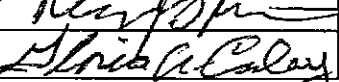


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If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Lesley Buff	Entering Principal		7/22/19
David Amodeo	Exiting Principal		6/25/19
Marilyn Jones-Oliver	Assistant Principal		6-25-19
Kourtney Abbruzzese	Fourth Grade Teacher		6/25/19
Wanda Carter	Kindergarten Teacher		6/25/19
Jenneane Klahr	Speech Teacher		6/25/19
Nancy Perini	Fifth Grade Teacher		6/25/19
Gloria Corley	Kindergarten Sp.Ed. Teacher		6/25/19

Julie Yanson	4th/5th Grade Sp.Ed. Teacher	<i>Julie Yanson</i>	6/25/19
Jenny O'Neil	Parent	<i>Jenny O'Neil</i>	6/25/19
Jillian Gonch	Behavior Specialist	<i>Jillian Gonch</i>	6/25/19
Christine Moore	Second Grade Teacher	<i>Christine Moore</i>	6/26/19

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.

	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: 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.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	<p>17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile:</p> <table border="0"> <tr> <td>African American- PI-55.1, Growth - 49%ile</td> <td>Economically Disadvantaged-PI-50.5, Growth - 49%ile</td> </tr> <tr> <td>Hispanic- PI-52.9, Growth - 48.5%ile</td> <td>Students with Disabilities-PI-34.1, Growth - 47.7%ile</td> </tr> <tr> <td>ALL Students- PI - 84.5, Growth - 50.1%ile</td> <td>Multiracial - PI - 56.3, Growth - 47.1%ile</td> </tr> <tr> <td>White - PI - 113.1, Growth - 52.3%ile</td> <td>Asian - PI - 105.8, Growth - 49.5%ile</td> </tr> </table>	African American- PI-55.1, Growth - 49%ile	Economically Disadvantaged-PI-50.5, Growth - 49%ile	Hispanic- PI-52.9, Growth - 48.5%ile	Students with Disabilities-PI-34.1, Growth - 47.7%ile	ALL Students- PI - 84.5, Growth - 50.1%ile	Multiracial - PI - 56.3, Growth - 47.1%ile	White - PI - 113.1, Growth - 52.3%ile	Asian - PI - 105.8, Growth - 49.5%ile
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	<p>By June 2020, New Scotland Elementary School will increase Median Growth Percentile (MGP) for the White subgroups and overall subgroups to the 54th percentile and all other subgroups to the 50th %ile in math and the Academic Achievement (Performance Index) from:</p> <table border="0"> <tr> <td>African American-PI 55.1 to 72.2</td> <td>Economically Disadvantaged- PI 50.5 to 60.1</td> </tr> <tr> <td>Hispanic- PI 52.9 to 68.8</td> <td>Students with Disabilities- PI 34.1 to 64.2</td> </tr> <tr> <td>ALL Students - PI 84.5 to 100.5</td> <td>Asian - PI 105.8 to 142.6</td> </tr> <tr> <td>Multiracial - PI 56.3 to 116.1</td> <td>White - PI 113.3 to 126.7</td> </tr> </table>	African American-PI 55.1 to 72.2	Economically Disadvantaged- PI 50.5 to 60.1	Hispanic- PI 52.9 to 68.8	Students with Disabilities- PI 34.1 to 64.2	ALL Students - PI 84.5 to 100.5	Asian - PI 105.8 to 142.6	Multiracial - PI 56.3 to 116.1	White - PI 113.3 to 126.7
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>Based on recommendations/feedback from the DTSDE, our teachers are not consistently providing grade level standards-based instruction and facilitating access to complex tasks that allow students to demonstrate mastery. Instruction during the Math RTI block is not consistently implemented in a way that closes gaps and increases students' ability to engage at grade level. Professional development needs to be provided on how to use NWEA data and focus instruction around standards and critical skill development to fill gaps and challenge students.</p>
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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.
Unpack Standards and progression (Core and RTI)		
September 3	September 5	By September 5th, instructional staff will be provided with professional development focused on instructional alignment to the standards and the progression of those standards to plan effective instruction in Core Math and RTI.
September 10	September 24	By September 24th, the math instructional coach will provide targeted grade level supports around development of RTI subgroups to be fully implemented by the week of September 30th (September 17th - 3rd -5th & September 24th K-2nd).
September 24	October 4	By October 4th, the math instructional coach will attend common planning time to further develop grade level specific plans for core instruction and math RTI per the pacing map.
September 23	October 7	By October 7th, all teachers will begin providing Rti targeted instruction.
September 30	November 1	By November 1st, all teachers will utilize two common planning sessions to data team.
September 30	November 1	By November 1st, teachers and math instructional coach will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.
September 30	November 1	By November 1st, the math instructional coach will have scheduled coaching cycles with a minimum two teachers.

September 30	November 1	By November 1st, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during Math RTI instruction.
September 30	November 1	By November 1st, based on walk through data, the building leaders and instructional supervisors will attend common planning meetings to discuss observations.
November 4	November 26	By November 26th, teachers will utilize two common planning sessions to data team.
November 4	November 26	By November 26th, teachers will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.
November 4	November 26	By November 26th, building leaders and instructional supervisors will complete at least 2 additional grade level walk throughs during math RTI instruction.
November 4	November 26	By November 26th, based on walk through data, the building leaders and instructional supervisors will attend common planning meetings to discuss observations.
November 4	November 26	By November 26th, the building leader will meet with the math instructional coach to debrief on coaching cycle progress.
December 2	December 20	By December 20th, teachers will utilize two common planning sessions to data team.
December 2	December 20	By December 20th, teachers will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.
December 2	December 20	By December 20th, building leaders and instructional supervisors will complete at least 2 additional grade level walk throughs during math RTI instruction.
December 2	December 20	By December 20th, based on walk through data, the building leaders and instructional supervisors will attend common planning meetings to discuss observations.
December 2	December 20	By December 20th, the math instructional coach will have scheduled coaching cycles with a minimum two teachers.
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 Math Checkpoint Data Data Teaming Short Cycle Data
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.
Rigorous Standards-Based Instruction (Core and RTI)		
January 6	February 14	By February 14th, each grade level will meet to review student NWEA data and growth and formulate a plan for Math RTI support and instruction.
January 6	February 14	By February 14th, the math instructional coach will attend common planning time to further assist teachers in developing grade level specific plans for core instruction and math RTI per the pacing map.
January 6	February 14	By February 14th, teachers will utilize two common planning sessions to data team.
January 6	February 14	By February 14th, teachers and math instructional coach will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.

January 6	February 14	By February 14th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during Math RTI instruction.
January 6	February 14	By February 14th, based on walk through data, the building leaders and instructional supervisors will attend common planning meetings to discuss observations.
February 10	February 28	By February 28th, the building leader will meet with the math instructional coach to debrief on coaching cycle progress.
March 2	March 31	By March 31st, teachers will utilize two common planning sessions to data team.
March 2	March 31	By March 31st, teachers and math instructional coach will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.
March 2	March 31	By March 31st, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during Math RTI instruction.
March 2	March 31	By March 31st, based on walk through data, the building leaders and instructional supervisors will attend common planning meetings to discuss observations.
April 6	May 1	By May 1st, building leaders and math instructional coach will meet with each grade level team to discuss areas of need around the Math Standards for the purpose of professional development planning.
May 4	May 15	By May 15th, the building leaders, instructional coach and AVID coordinator will meet to plan for professional development for the May 19 PD day around the Math Standards and teachers' identified areas of need while incorporating AVID teaching strategies.
May 20	June 19	By June 19th, teachers and math instructional coach will utilize one common planning session to unpack the standards for the upcoming math topic and associated lessons, deepening their understanding of the grade level standards.

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	<p>17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile:</p> <table border="0"> <tr> <td>African American- PI-90.8, Growth-49%ile</td> <td>Economically Disadvantaged-PI-73.6, Growth-49%ile</td> </tr> <tr> <td>Hispanic- PI-86.8, Growth 48.5%ile</td> <td>Students with Disabilities-PI-51.1, Growth 47.7%ile</td> </tr> <tr> <td>ALL Students PI - 109.9, Growth - 50.1%ile</td> <td>White PI - 131.7, Growth 52.3%ile</td> </tr> <tr> <td>Multiracial PI 69.2, Growth 47.1%ile</td> <td>Asian PI-121.4, Growth - 49.5%ile</td> </tr> <tr> <td>ELL PI , Growth %ile</td> <td></td> </tr> </table>	African American- PI-90.8, Growth-49%ile	Economically Disadvantaged-PI-73.6, Growth-49%ile	Hispanic- PI-86.8, Growth 48.5%ile	Students with Disabilities-PI-51.1, Growth 47.7%ile	ALL Students PI - 109.9, Growth - 50.1%ile	White PI - 131.7, Growth 52.3%ile	Multiracial PI 69.2, Growth 47.1%ile	Asian PI-121.4, Growth - 49.5%ile	ELL PI , Growth %ile	
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Multiracial PI 69.2, Growth 47.1%ile	Asian PI-121.4, Growth - 49.5%ile										
ELL PI , Growth %ile											

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	<p>By June 2020, New Scotland Elementary School will increase Median Growth Percentile (MGP) for the White subgroups and overall subgroups to the 54th percentile and all other subgroups to the 50th %ile in ELA and the Academic Achievement (Performance Index) from:</p> <table border="0"> <tr> <td>African American-PI 90.8 to 111.6</td> <td>Economically Disadvantaged- PI 73.6 to 78.4</td> </tr> <tr> <td>Hispanic- PI 86.8 to 109</td> <td>Students with Disabilities- PI 51.1 to 60.4</td> </tr> <tr> <td>ALL Students - PI 109.9 to 117.3</td> <td>Asian - PI 121.4 to 134.8</td> </tr> <tr> <td>Multiracial - PI 69.2 to 114.6</td> <td>White - PI 131.7 to 140</td> </tr> </table>	African American-PI 90.8 to 111.6	Economically Disadvantaged- PI 73.6 to 78.4	Hispanic- PI 86.8 to 109	Students with Disabilities- PI 51.1 to 60.4	ALL Students - PI 109.9 to 117.3	Asian - PI 121.4 to 134.8	Multiracial - PI 69.2 to 114.6	White - PI 131.7 to 140
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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.	<p>Based on recommendations/feedback from the DTSDE, our teachers need to become more intimate with the ELA standards and provide grade level standards-based instruction and facilitating access to complex tasks that allow students to demonstrate mastery. Instruction during ELA Core and RTI blocks are not consistently implemented in a way that closes gaps and increases students' ability to engage at grade level. Professional development needs to be provided on how to use NWEA data and focus instruction around standards and critical skill development to fill gaps and challenge students.</p>
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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 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 (Core and RTI)		
September 5	October 15	By October 15th, all teachers will be provided with professional development focused on instructional alignment to the standards and the progression of those standards to plan effective instruction in Core ELA and RtI.
September 5	October 25	By October 25th, teacher leaders will have provided a minimum of one professional development focusing on standards in ELA on teacher professional development days.
September 5	October 31	By October 31st, the literacy instructional coach will meet with each grade level team to further develop grade level specific plans for core instruction and RTI per the pacing map. The support will be provided as embedded PD.
September 5	October 31	By October 31st, each grade level will meet with the RTI team to review student data and formulate a plan for ELA RTI support and instruction.
September 18	October 31	By October 31st, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.
September 18	October 31	By October 31st, based on the grade level embedded PD the literacy instructional coach will either have scheduled coaching cycles with a minimum two teachers or identify a grade level in need of support to provide further grade level coaching through embedded PD.

November 4	December 20	By December 20th, teacher leaders will have provided a minimum of one professional development focusing on standards in ELA on teacher professional development days.
November 4	December 20	By December 20th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.
November 4	December 20	By December 20th, the building leader will meet with the math instructional coach to debrief on coaching cycle progress or targeted grade level embedded PD.
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 an above projections for each subgroup- Fall and Winter NSEA Conditional Growth Percentile Winter Fall to Winter Curriculum Based Measures Wonders Benchmark Assessment Fall to Winter Proficiency Data Teaming Short Cycle Data

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 (Core and RTI)		
January 4	February 7	By February 7th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.
January 4	February 7	By February 7th, each grade level will meet with the RTI team to review student data and growth and formulate a plan for ELA RTI support and instruction.
January 4	February 7	By February 7th, the building leaders, instructional supervisors and literacy coach will meet to review building data to discuss progress, identify areas of need and plan for embedded PD.
January 4	February 14	By February 14th, the instructional coach will meet with each grade level team to further develop grade level specific plans for core instruction and RTI that are rigorous and aligned to the standards. The support will be provided as embedded PD.
January 4	February 14	By February 14th, based on the grade level embedded PD the literacy instructional coach will either have scheduled coaching cycles with a minimum two teachers or identify a grade level in need of support to provide further grade level coaching through embedded PD.
February 24	March 20	By March 20th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.
February 24	March 20	By March 20th, the building leader and literacy instructional coach will meet to debrief on either the coaching cycle progress or targeted grade level embedded PD.
March 23	April 10	By April 10th, the literacy instructional coach will either have scheduled coaching cycles with a minimum two teachers or identify a grade level in need of support to provide further grade level coaching through embedded PD.
March 23	April 30	By April 30th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.
April 30	May 15	By May 15th, the building leader and literacy instructional coach will meet to debrief on either the coaching cycle progress or targeted grade level embedded PD.
May 18	June 12	By June 12th, building leaders and instructional supervisors will complete at least 2 grade level walk throughs conducted during core ELA instruction.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	18-19 School Discipline Data African American- 22% of the student body, 43% of referrals Asian – 9% of the student body, 5% of referrals White - 44% of the student body, 23% of referrals Economically Disadvantaged- 36% of the student body, 49% of referrals Hispanic- 15% of the student body, 14% of referrals Students with Disabilities- 16% of the student body, 14% of referrals	
B1. SCEP Goal for Tenet 5-Student Social and Emotional Developmental Health (if required) or School Identified Area (if ELP goal is not required)	By June 2020, there will be a standardized communication that all building staff will have a shared understanding and buy in to all PBIS procedures, as evidenced by 100% of teachers turning in their point sheets by Monday morning and improvement with fidelity of reporting discipline referrals in the VADIR system or it's designated equivalent.	
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 are not documenting behavioral incidents with fidelity, including classroom (point sheet)and office managed referrals, which leads to ineffective interventions due to inaccurate recording of data.	
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 Improvement Plan and progression		
July 1	August 31	By August 30th, PBIS team will create a handbook for building staff including school wide behavioral expectations, lesson plans related to teaching matrix areas, district MTSS and building discipline procedures, discipline flow chart, written explanation of preventative strategies, schedule of professional development being offered for the 2019-20 school year, and other building procedures.
September 3	September 5	By September 5th, instructional staff will be provided with professional development focused on discipline procedures and protocols, including timeline for document submission, classroom vs. office managed behaviors, and targeted preventative strategies (Behavior Specific Praise 5:1 ratio, Give Choices, and Relaxation Techniques).
September 3	October 1	By October 1st, building behavior specialist will provide coaching on development of Tier 1 classroom management plan utilizing preventative strategies.
October 1	October 31	By October 31st, the Student Support Team will review Tier 1 data to identify a target cohort for School Wide Ongoing Monitoring and coaching cycle.
October 1	October 31	By October 31st, building leaders will complete at least 2 grade level walk throughs focused on the implementation of preventative strategies.
November 1	December 20	Ongoing monitoring of implementation of preventative strategies by building leaders and Student Support Team using Tier 1 and walk through data.

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 Discipline and Suspension Data by subgroup from 2018-19 to 2019-20 Monthly Disproportionality by subgroup from 2018-19 to 2019-20
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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.
January 3	January 31	By January 31st, the Student Support Team will create a survey for staff on implementation of 3 identified preventative strategies and the possibility of identifying an additional strategy(ies).
January 3	January 31	By January 31st, the Student Support Team will review Tier 1 data to evaluate effectiveness of coaching cycle on targeted cohort and determine the need for further coaching or gradual release based upon 80% response for Tier 1 and data from School Wide Ongoing Monitoring.
January 3	January 31	By January 31st, based upon the survey results and data analysis from Student Support Team, the team will plan professional development on the newly identified targeted preventative strategy or provide opportunities for coaching cycles on the previously identified preventative strategies.
January 3	February 14	By February 14th, building leaders will complete at least 2 grade level walk throughs focused on the implementation of preventative strategies.
February 24	March 31	By March 31, the Student Support Team will offer a professional development on the newly identified targeted preventative strategy if one was identified from the building survey.
February 24	April 30	By April 30th, building leaders will complete at least 2 grade level walk throughs focused on the implementation of preventative strategies.
January 3	June 26	Continue ongoing monitoring of implementation of preventative strategies by building leaders and Student Support Team using Tier 1 and walk through data.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	The question that New Scotland Elementary School has identified to improve its results from the 2018-19 to the 2019-20 school year is: Faculty and Staff stakeholder group's Question #75: The building has a positive and upbeat school culture.	
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 32% of the staff strongly agree that the school has a positive and upbeat culture .	
B1. SCEP Goal for Survey Question	By June 2020, New Scotland Elementary School will increase the percentage of staff strongly agreeing by 43% (for a total of 75%) for survey question #75.	
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.	68% of the staff have identified the building as not having a positive and upbeat school culture and 27.4% of parents identify as not feeling connected to the school.	
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.
Climate and Culture Improvement Plan		
August 1	August 30	By August 30th, building leaders will review the function, purpose and membership of building teams and committees to ensure appropriate representation of all stakeholder groups.
September 3	September 30	By September 30th, building leaders will share out with staff the organizational framework of the teams and committees and their determined functions, purposes and membership to facilitate the open communication and support dynamics so as to minimize the aspect of isolation among all staff members.
September 6	September 30	By September 30th, all teachers, including collaboration with special area teachers, will identify at least one "present and share" activity to which the parent community will be invited to participate during the first semester of school.
September 30	December 20	By December 20th, all teachers will hold their "present and share" activity inviting parents into their classrooms.
September 3	December 20	By December 20th, during professional development sessions, AVID community building strategies will be utilized to increase engagement and positivity and otherwise break down communication barriers that would impede collegiality.
September 6	September 30	By September 30th, building leaders and PBIS committee will plan monthly morning inspirational programs that focus on progress and positivity targeted toward primary and intermediate students to improve building culture.
September 6	December 20	By December 20th, monthly morning inspirational programs will be held that focus on progress and positivity targeted toward primary and intermediate students to improve building culture. Parents will be invited.
September 6	December 20	By December 20th, building leaders will include hints and tips for parents to support their children with skills and strategies around the core subjects in their monthly newsletter as a means of engaging parents further and opening another avenue of communication between faculty and parents.

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 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.
Climate and Culture Improvement Plan		
January 4	January 31	By January 31st, teachers, including including collaboration with special area teachers, will identify at least one "present and share" activity to which the parent community will be invited to participate during the second semester of school.
January 31	June 26	By June 26th, all teachers will hold their "present and share" activity inviting parents into their classrooms.
January 4	June 26	During professional development sessions, AVID community building strategies will be utilized to increase engagement and positivity and otherwise break down communication barriers that would impede collegiality.
January 4	June 26	Monthly morning inspirational programs will be held that focus on progress and positivity targeted toward primary and intermediate students to improve building culture. Parents will be invited.
January 4	June 26	The building leaders will include hints and tips for parents to support their children with skills and strategies around the core subjects in their monthly newsletter as a means of engaging parents further and opening another avenue of communication between faculty and parents.

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 - 10.6 African American- 13.3 Hispanic- 17.9 Asian - 15 White - 3.6	Economically Disadvantaged- 16.8 Students with Disabilities- 21.1 Multiracial - 23.1
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, NSES will increase all subgroup attendance to 95%. ESAA NSES-CA Goal 19-20 Asian 14.9 Hispanic 16.4 Multiracial 14 SWD 17.2	
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.	While NSES's overall student attendance rate already exceeds the 2019-2020 goal, more focus needs to be placed on the Asian, Hispanic, multiracial and SWD subgroups in order to close the gap that currently exists among those groups.	
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.
Attendance Plan		
August 1	August 30	By August 30th, the Attendance committee will be redesigned to include building stakeholders with detailed knowledge of student absences.
August 1	September 30	By September 30th, the Attendance committee will generate a flyer stressing the importance of attendance that can be distributed to families throughout the school year.
September 3	September 6	By September 6th, the Attendance committee will review the chronically absent student list with all teachers during the professional development days.
September 3	September 27	During the first 3 weeks of school the teachers will alert the main office daily if any of the chronically absent students are not in attendance so that the building principal can complete a courtesy call to the family.
September 3	June 26	The school principal will speak to the importance of attendance during open house, orientations and other school events.
September 3	December 27	The Attendance committee will hold monthly attendance meetings to review students' absenteeism and create, implement and monitor plans for chronically absent students.
September 3	December 27	All classroom teachers will remain in contact with an Attendance committee member in regards to chronically absent students and work to gather information as to why the student is absent so the Attendance committee can further investigate reasons for the chronic absenteeism.

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
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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.
Attendance Plan		
January 4	June 26	Ongoing monitoring of student attendance by the attendance committee to make any mid year adjustments.
January 4	June 26	The Attendance committee will hold monthly attendance meetings to review students' absenteeism and create, implement and monitor plans for chronically absent students.
January 4	June 26	All classroom teachers will remain in contact with an Attendance committee member in regards to chronically absent students and work to gather information as to why the student is absent so the Attendance committee can further investigate reasons for the chronic absenteeism.