

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010028
School Name:	Thomas O'Brien Academy of Science and Technology

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Teresa L. Brown	Title	Principal
Phone	518-475-6875	Email	tbrown@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
Teresa L. Brown	Principal		
Katie Stalker	Assistant Principal		
Kayla Williams	4th grade teacher		
Kelly Wojewodzic	Math Coach		
Aimee Ackley	ENL Teacher		

Daniel Hoffman	School Psychologist		
Megan Cocci	Reading Teacher		
Kewsi Burgess	6th grade teacher		
Jackie Hout	Speech teacher and APSTA rep		
Maran Person	3rd grade teacher		
Margaret Bruce	ELA Coach		
Ken Skinner	Community Volunteer		
Kali VanDyk	Special Education teacher		
Stacy Stump	Parent		
Melissa Rielly	Parent		

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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="width: 50%; background-color: #ffffcc; text-align: center;">Coaching</td> </tr> </table>	Strategy the school will implement:	Coaching
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.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="width: 50%; background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Rating from Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

School-Identified	
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.	
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.

5/30/19

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	
Teresa L. Brown	Principal	
Katie Stalker	Assistant Principal	<i>Katie Stalker</i>
Kayla Williams	4th grade teacher	<i>Kayla Williams</i>
Kelly Wojewodzic	Math Coach	<i>Kelly Wojewodzic</i>
Aimee Ackley	ENL Teacher	<i>Aimee Ackley</i>
Daniel Hoffman	School Psychologist	
Megan Cocci	Reading Teacher	
Kewsi Burgess	6th grade teacher	<i>Kewsi Burgess</i>
Jackie Hout	Speech teacher and APSTA rep	<i>Jackie Hout</i>
Maran Person	3rd grade teacher	
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Ken Skinner	Community Volunteer	
Kali VanDyk	Special Education teacher	<i>Kali VanDyk</i>
Stacy Stump	Parent	
Melissa Rielly	Parent	<i>Melissa Rielly</i>

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			
Determining priorities and goals based on the needs identified			

Meaningful Stakeholder Participation

6/12/19

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.

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Meaningful Stakeholder Participation

June 13, 2019

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Meaningful Stakeholder Participation

June 17, 2019

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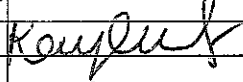
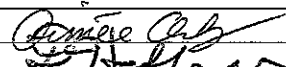
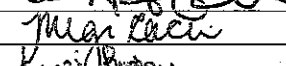
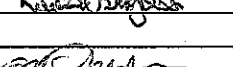
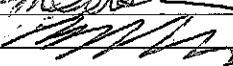
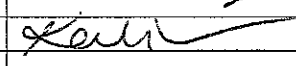
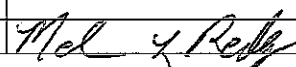
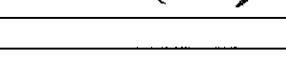
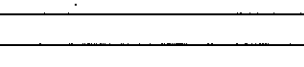
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Meaningful Stakeholder Participation

6/19/19

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SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
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Determining priorities and goals based on the needs identified			

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile: African American- PI-68.9, Growth-46.8%tile Hispanic- PI-56, Growth- 48.4%tile ALL Students-PI 83.2, Growth - 50.2%tile Multiracial- PI- 80.8, Growth -47%tile ELL PI - 34.1, Growth - 54.3%tile Economically Disadvantaged-PI-65.3, Growth-49.1%tile Students with Disabilities PI- 31.6, Growth -44%tile White PI - 87.2, Growth - 57.2%tile Asian PI-118.3, Growth- 57%tile
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, TOAST will increase Median Growth Percentile (MGP) to exceed the 50th %tile for the Black, ED, Hispanic, Multiracial, SWD subgroups and the Asian, ELL and White subgroups will exceed the 54%tile. The following subgroups will increase the ELA Academic Achievement (Performance Index) from: Students with Disabilities - PI 31.6 to 74 ELL- PI 31.6 to 74
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on feedback from the 2018-19 DTSDE review, although learning targets are posted in classrooms, the complexity of and rigor of the standard were not evident in the learning target or the tasks. Student voice was limited and thus their ability to demonstrate their understanding of grade level standards was not consistently evident.
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D1. Action Plan - August 2019 through January 2020

<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 Improve 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.
		<i>Impact: The intended impact is to increase the rigor and release the locus of control to students.</i>
		<i>Unpacking CCLS Learning Standards</i>
July 2019	August 2019	The scheduling team will plan for Common planning time for Special Education, ELL, and reading teachers to meet with instructional coaches to provide training and support for the self-contained special education teachers in unpacking learning targets (Sept through Jan) and aggressive monitoring (Jan through June) of student learning to ensure rigorous standards based instruction.
July 2019	August 2019	The building leaders will revise the Walkthrough "look fors" to include evidence of task complexity and rigorous unpacked learning targets.
July 2019	August 2019	Coaches will design a Teacher Directed Wednesday professional development schedule that focuses on unpacking learning targets (Sept through Jan) and aggressive monitoring of student learning (Jan through June). A universal aggressive monitoring tool for ELA will also be designed that can be used and modified in grades K-6.

September 2019	January 2020	ELA instructional coach will provide professional development that focuses on unpacking learning targets to ensure rigorous standards based instruction. These will occur bi-monthly on Teacher Directed Wednesdays.
September 2019	January 2020	Teachers will plan and implement tasks and routines that build conceptual understanding and that are aligned to the CCLS. Teachers will implement the following rigorous open ended tasks that provide students opportunity to discuss their thinking and learning as the majority of the lesson: turn and talk, accountable talk, productive struggle time and collaboration.
September 2019	January 2020	ELA coach will provide 4 week coaching cycles to teachers based on data from NWEA fall data and administrative walk through evidence around planning and implementing standards-based, rigorous instruction (including task-analysis) as requested by teachers, teams and administration. The coach will focus on those teachers not currently implementing the following rigorous open ended tasks that provide students opportunity to discuss their thinking and learning as the majority of the lesson: turn and talk, accountable talk, productive struggle time and collaboration.
September 2019	January 2020	ELA coach will collect data from ELA unit assessments and provide mini-analyses to teachers. The ELA coach will provide a calendar for when benchmarks are to be administered/turned in/and returned. Mini-analyses will include standards-based trends and one next step.
October 2019	January 2020	Administration will provide monthly feedback on walkthrough forms and in teacher one-on-one meetings. Feedback will focus on teacher's implementation of rigorous standards-based instruction and aggressive monitoring of student learning.
		Student Data Folder
July 2019	August 2019	The BLT will design student data folder guidelines for NWEA goals and growth.
September 2019	September 2019	The BLT will present data folder protocols at the September Principal PD. All students will have a method to measure their progress towards individual goals in the areas of NWEA, district priority standards (CSDA Assessments), etc.
September 2019	January 2020	Students will use data folders to monitor their goals and progress in NWEA.
		Family Engagement
September 2019	January 2020	The PEP team will communicate with families regarding standards based ELA strategies based on the elementary report card via The Wolf Pack, Dojo, Facebook, TOAST website, TOAST newsletter and SNN.
September 2019	January 2020	The PEP team will promote the parent command center with online ELA videos and at family events.
September 2019	January 2020	The PEP team will ensure that TOAST family events will include centers for families regarding ELA skills.
September 2019	January 2020	ENL teachers will provide ESL students and their parents classes twice a week with a focus on teaching reading, writing, speaking and listening English language skills to assist their children in all aspects of the academic program.
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 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.
		Impact: The intended impact is to increase the rigor and release the locus of control to students.
		Unpacking Learning Standards
January 2020	June 2020	ELA instructional coach will provide professional development on aggressive monitoring of student learning to ensure rigorous standards based instruction. These will occur bi-monthly on Teacher Directed Wednesdays.
January 2020	June 2020	ELA coach will provide 4 week coaching cycles to teachers based on data from NWEA Winter data and administrative walk through evidendence around planning and implementing standards-based, rigorous instruction (including task-analysis) as requested by teachers, teams and administration. The coach will focus on those teachers not currently implementing the following rigorous open ended tasks that provide students opportunity to discuss their thinking and learning as the majority of the lesson: turn and talk, accountable talk, productive struggle time and collaboration.
January 2020	June 2020	Teachers will plan and implement tasks and routines that build conceptual understanding and that are aligned to the CCLS. Students will have more opportunity to discuss their thinking and learning. Teachers will plan rigorous, open ended tasks that are aligned to CCLS.
January 2020	June 2020	September 2019 January 2020 teachers will engage in the aggressive monitoring (in the moment formative assessment) of student learning using the monitoring tool (best practice voted upon by faculty) as a means of formative assessment with whole group lessons.
January 2020	June 2020	Students will use data folders to monitor their goals and progress in NWEA.
January 2020	June 2020	ELA coach will collect data from ELA unit assessments and provide mini-analyses to teachers. The ELA coach will provide a calendar for when benchmarks are to be administered/turned in/and returned. Mini-analyses will include standards-based trends and one next step.
January 2020	June 2020	Adminstration will provide monthly feedback on walkthrough forms and in teacher one on one meetings. Feedback will focus on teacher's implementation of rigorous standards-based instruction and aggressive monitoring.
		Family Engagement
January 2020	June 2020	The PEP team will communicate with families regarding ELA information via The Wolf Pack, Dojo, Facebook, TOAST website, TOAST newsletter and SNN.
January 2020	June 2020	The PEP team will promote the parent command center with on line videos and at family events.
January 2020	June 2020	The PEP team will ensure that TOAST family events will include centers for families regarding ELA skills.
January 2020	June 2020	ENL teachers will provide ESL students and their parents classes twice a week with a focus on teaching reading, writing, speaking and listening English language skills to assist their children in all aspects of the academic program.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	<p>17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile:</p> <p>African American- PI-36.1, Growth - 46.8%tile Economically Disadvantaged-PI-43.7, Growth - 49.1%tile Hispanic- PI-35.7, Growth - 48.4%tile Asian - PI-100, Growth - 57 %tile ELL - PI-37.5, Growth - 54>3%tile Multi- PI-70, Growth - 47 %tile Students with Disabilities-PI-47.2, Growth - 44%tile ALL Students- 61.7, Growth - 50.2%tile White -PI-94.6, Growth - 57.2%tile</p>
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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, TOAST will increase Median Growth Percentile (MGP) for African American, ED, Hispanic, Multiracial, SWD subgroups to exceed the 50th percentile and Asian, ELL, and White subgroups to exceed the 54th percentile. The following subgroups will increase in the Math Academic Achievement (Performance Index) from:</p> <p>African American-PI- 36.1 to 44.9 Economically Disadvantaged- PI- 43.7 to 49.8 Students with Disabilities- PI - 47.2 to 63 ELL - PI- 37.5 to 42.8</p>
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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 feedback from the 2018-19 DTSDE review, although learning targets are posted in classrooms, the complexity of and rigor of the standard were not evident in the learning target or the tasks. Student voice was limited and thus their ability to demonstrate their understanding of grade level standards was not consistently evident.</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.
<i>Impact: The intended impact is to increase the rigor and release the locus of control to students.</i>		
Unpacking CCLS Learning Standards		
July 2019	August 2019	The scheduling team will plan for Common planning time for Special Education, ELL, and Reading teachers to meet with instructional coaches to provide training and support for the self-contained special education teachers in unpacking learning targets (Sept through Jan) and aggressive monitoring (Jan through June) of student learning to ensure rigorous standards based instruction.
August 2019	August 2019	The building leaders will revise the Walkthrough "look fors" to include evidence of task complexity, unpacking of learning targets, aggressive monitoring and mathematical routines.
October 2019	January 2020	The studio facilitator and math coach will provide Studio classroom professional development for math teachers in grades 3 and 4. In addition, the math coach will provide half-day Studio classroom for teachers in grades 1-2 and will receive studio classroom in a half-day model to continue their previous year's work. This half-day studio will be delivered by the math coach and will follow the studio session(s) for grades 3 and 4.
September	January 2020	The math coach will provide 4 week coaching cycles to teachers based on data from NWEA fall data and administrative walk through evidendence around planning and implementing standards-based, rigorous instruction (including task-analysis) as requested by teachers, teams and administration. The coach will focus on those teachers not currently implementing the following rigorous open ended tasks that provide students opportunity to discuss their thinking and learning as the majority of the lesson: turn and talk, accountable talk, productive struggle time and collaboration.

October 2019	January 2020	The math coach will provide professional development that focuses on unpacking learning targets to ensure rigorous standards based instruction. Strategies around teaching number talks will also be included. These will occur bi-monthly on Teacher Directed Wednesdays.
September 2019	January 2020	Administration will provide monthly feedback on walkthrough forms and in teacher one on one meetings. Feedback will focus on teacher's implementation of rigorous standards-based instruction and unpacking the learning targets.
Student Data Folders		
July 2019	August 2019	The BLT will design student data folder guidelines for NWEA goals and growth.
September 2019	September 2019	The BLT will present data folder protocols at the September Principal PD. All students will have a method to measure their progress towards individual goals in the areas of NWEA, district priority standards (CSDA Assessments), etc. Teachers will be expected to begin data folders with students in September.
September 2019	January 2020	Students complete weekly self-assessment on their learning progress via data folders. Folders will be shared with parents at parent teacher conferences.
Data Teaming		
September 2019	September 2019	Initial Principal-Directed CPT's will focus on establishing RTI groupings utilizing the Spring NWEA benchmark and CSDA Assessment Spreadsheets. The groupings will be created using the priority standards identified during CPT. The coaches will provide teachers with the necessary data (NWEA Class Breakdown by Goal/Previous Grade Level Spreadsheet).
October 2019	January 2020	Tier 1 Math meetings will be held for Self-Contained Special education teachers to establish a Tier 1 focus. The group will reconvene after the administration of the Winter NWEA benchmark. Instructional coaches and special education teachers will be in attendance.
January 2020	January 2020	BLT will evaluate in January whether to continue data teaming in math or transition to ELA and vote on what to do in January. (updated calendar to be sent)
Family Engagement		
September 2019	January 2020	The PEP team will communicate with families regarding Math information via The Wolf Pack, Dojo, Facebook, TOAST website, TOAST newsletter and SNN.
September 2019	January 2020	The PEP team will promote the parent command center with on line videos and at family events.
September 2019	January 2020	The PEP team will ensure that TOAST family events will include centers for families regarding Math skills.
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.
<i>Impact: The intended impact is to increase the rigor and release the locus of control to students.</i>		
Unpacking CCLS Learning Standards		

January 2020	June 2020	The studio facilitator and math coach will provide Studio classroom professional development for math teachers in grades 3 and 4. In addition, the math coach will provide half-day Studio classroom for teachers in grades 1-2 and will receive studio classroom in a half-day model to continue their previous year's work. This half-day studio will be delivered by the math coach and will follow the studio session(s) for grades 3 and 4.
January 2020	June 2020	The math coach will provide 4 week coaching cycles to teachers based on data from NWEA winter data and administrative walk through evidence around planning and implementing standards-based, rigorous instruction (including task-analysis) as requested by teachers, teams and administration. The coach will focus on those teachers not currently implementing the following rigorous open ended tasks that provide students opportunity to discuss their thinking and learning as the majority of the lesson: turn and talk, accountable talk, productive struggle time and collaboration.
January 2020	June 2020	The math coach will provide professional development that focuses on aggressive monitoring to ensure rigorous standards based instruction. Strategies around teaching number talks will also be included. These will occur bi-monthly on Teacher Directed Wednesdays.
January 2020	June 2020	Teachers will engage in aggressive monitoring of student learning as a means of formative assessment.
January 2020	June 2020	Administration will provide monthly feedback on walkthrough forms and in teacher one on one meetings. Feedback will focus on teacher's implementation of rigorous standards-based instruction, unpacking the learning targets, aggressive monitoring and mathematical routines.
		Data Teaming
January 2020	June 2020	Principal-Directed CPT's will focus on establishing RTI groupings utilizing the Fall and Winter NWEA benchmark and CSDA Assessment Spreadsheets. The groupings will be created using the priority standards identified during CPT. The coaches will provide teachers with the necessary data (NWEA Class Breakdown by Goal/Previous Grade Level Spreadsheet).
January 2020	June 2020	Tier 1 Math meetings will be held for Self-Contained Special education teachers to establish a Tier 1 focus. The group will reconvene after the administration of the Winter NWEA benchmark to review Tier 1 focus. Instructional coaches and special education teachers will be in attendance.
		Student Data Folders
January 2020	June 2020	Students complete weekly self-assessment on their learning progress via data folders. Folders will be shared with parents at parent teacher conferences.
		Family Engagement
January 2020	June 2020	The PEP team will communicate with families regarding Math information via The Wolf Pack, Dojo, Facebook, TOAST website, TOAST newsletter and SNN.
January 2020	June 2020	The PEP team will promote the parent command center with on line videos and at family events.
January 2020	June 2020	The PEP team will ensure that TOAST family events will include centers for families regarding Math skills.

School-Selected Indicator : STEAM

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	Sub-Groups Science PI All Students 170.7 Asian 208 Black 149.1 ED 154.7 ELL 172.2 Hispanic 161.9 Multiracial 187.5 SWD 60 White 204.5
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B1. SCEP Goal for STEAM	By June 2020, TOAST will increase the performance index of all subgroup, except Asian and white students by 20 points, and the white and Asian Performance Index by 10 points.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on review of our STEAM curriculum map, TOAST is in need of expanding their map to include it's alignment to Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences.
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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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**Impact: The intended impact is to provide a comprehensive STEAM experience for all students.
Standards-based STEAM Curriculum and Instruction**

July 2019	August 2019	The STEAM team will begin summer work on the alignment to Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences.
September 2019	September 2019	The STEAM team will provide professional development on September 5 to all staff on their summer work on the STEAM curriculum map.
September 2019	January 2020	The STEAM team will continue work on the alignment to Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences at STEAM team weekly meetings.
September 2019	January 2020	Teachers will adhere to the curriculum map created by the STEAM team when teaching science units and planning field trips.
September 2019	January 2020	All TOAST students will receive a comprehensive STEAM experience that is in alignment Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences.
STEAM Family Engagement		
October 2019	January 2019	Families will engage in bird watching with Mr. Flynn monthly.
October 2019	October 2019	Families will engage in STEAM activities at Harvest Fest/STEAM night and Museum Night at the NYS museum.
October 2019	January 2020	Families will engage in hands on STEAM activities at WMHT science nights.
October 2019	January 2020	Families will be invited to join STEAM related classroom activities and field trips.

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.	Increase of standards and curricular resource aligned STEAM Units completed from 60% to 70%. 100% of teachers implementing STEAM units.
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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.
Impact: The intended impact is to provide a comprehensive STEAM experience for all students.		
Standards-based STEAM Curriculum and Instruction		
January 2020	June 2020	The STEAM team will continue work on the alignment to Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences at STEAM team weekly meetings.
January 2020	January 2020	The STEAM team will provide professional development at the January principal PD on new editions to the STEAM curriculum map.
January 2020	June 2020	Teachers will adhere to the curriculum map created by the STEAM team when teaching science units and planning field trips.
January 2020	June 2020	All TOAST students will receive a comprehensive STEAM experience that is in alignment Wonders, Next Generation Science Standards, Flying Classroom units (grades 3-6). Foss (the new science curriculum piloting in grades 4 and 5) and authentic field trip experiences.
STEAM Family Engagement		
January 2020	June 2020	Families will engage in bird watching with Mr. Flynn monthly.
January 2020	June 2020	Families will engage in Science Fairs at TOAST in the Spring.
January 2020	June 2020	Families will engage in hands on STEAM activities at WMHT science nights.
January 2020	June 2020	Families will be invited to join STEAM related classroom activities and field trips.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results.			The question that TOAST has identified to improve its results from the 2018-19 to the 2019-20 school year is: Staff and families indicate that student behavior interferes with instruction.
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.			Based on the 2018-19 survey data, the baseline data for the question above is 80% of staff feel that student behavior interferes with instruction.
B1. SCEP Goal for Survey Question			By June 2020, TOAST will decrease the percentage of staff who agree with the question that student behavior interferes with instruction by 50%.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			Based on the 2018-19 DTSDE survey 80% of staff feel that student behavior interferes with instruction. Discipline referrals by staff have increased over the past three school years: 2016-17 =552, 2017-18 = 887 and 2018-19 = 812.
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.	
		Impact: The intended impact is to build capacity in equity, trauma informed care and restorative practices in an effort to best support all stakeholders in our TOAST community.	
		Alternatives to Discipline	
July 2019	August 2019	PBIS /Equity team will design a plan for integrating current PBIS system with district equity, trauma informed care and restorative practice initiatives.	
July 2019	August 2019	PBIS/Equity team will create a survey in July for a focus group consisting of staff, parents and students to brainstorm alternative approaches to discipline/consequences that will be administered in August.	
July 2019	August 2019	PBIS/Equity team will create a bank of restorative practices that are alternative approaches to discipline/consequences to be used in collaboration with the students, families, teachers, support staff and administrators.	
July 2019	August 2019	Administrators will assign support staff as grade level liaisons for social emotional support.	
July 2019	August 2019	Professional Development for 20 staff with Dan Hoffman, school psychologist on Growth Mindset, 2 days, July 30 and Aug 6.	
August 2019	August 2019	Professional Development for 20 staff on understanding students with trauma, Paper Tigers , Jennifer Bashant, 1 day, August 8.	
July 2019	August 2019	Families will engage in a summer focus group where they will have input on alternative approaches to discipline/consequences.	
September 2019	September 2019	Behavior support team will provide professional development on equity, trauma informed care and restorative practices for all staff at the September 5th Principal PD.	

September 2019	January 2020	Teachers will collaborate with support staff as they learn new practices around equity, trauma informed care and restorative practices.
September 2019	January 2020	Teachers, support staff, students, families and administrators will utilize the bank of restorative practices as alternative approaches to discipline/consequences to be used in collaboration with the students, families, support staff and administrators.
September 2019	January 2020	Administration will conduct Tier 1 behavioral fidelity checks, which will include equity, trauma informed care and restorative practices during community building time.
September 2019	January 2020	Bethany Gonyea will provide embedded coaching to teachers on mindfulness relating to students experiencing trauma. Special attention will be given to those classrooms identified by the Tier2/3 team as having high academic and behavioral needs.
October 2019	January 2020	Behavior Support Team will provide additional professional development on equity, trauma informed care and restorative practices at Principal PD for all staff.
Community Building		
September 2019	January 2020	Teachers will create and maintain safe space for students through community building time for 15 min each day to be themselves, share their thinking, celebrate their identity, and practice various skills and habits of discussion around equity, trauma informed care and restorative practices. Teacher will use their own discretion to plan for this 15 minutes daily.
September 2019	January 2020	Support staff will model best practices at community building time in collaboration with their assigned grade level team regarding equity, trauma informed care and restorative practices.
September 2019	January 2020	All students in grades 1 and 6 will be matched with one caring adult (staff member) who will support them throughout the year.
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, Discipline Data, Classroom exit ticket data, Focus Room Data, Tier 2/3 Behavioral 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.
		Impact: The intended impact is to build capacity in equity, trauma informed care and restorative practices in an effort to best support all stakeholders in our TOAST community.
		Alternatives to Discipline
January 2020	June 2020	Behavior Support Team will provide additional professional development on equity, trauma informed care and restorative practices at Principal PD for all staff.
January 2020	June 2020	Teachers will collaborate with support staff as they learn new practices around equity, trauma informed care and restorative practices.
January 2020	June 2020	Teachers, support staff, students, families and administrators will utilize the bank of restorative practices as alternative approaches to discipline/consequences to be used in collaboration with the students, families, support staff and administrators.
January 2020	June 2020	Bethany Gonyea will provide embedded coaching to teachers on mindfulness relating to students experiencing trauma. Special attention will be given to those classrooms identified by the Tier2/3 team as having high academic and behavioral needs.
January 2020	June 2020	Administration will conduct Tier 1 behavioral fidelity checks, which will include equity, trauma informed care and restorative practices during community building time.

Community Building		
January 2020	June 2020	Teachers will maintain a safe space for students through community building time for 15 min each day to be themselves, share their thinking, celebrate their identity, and practice various skills and habits of discussion around equity , trauma informed care and restorative practices. Teacher will use their own discretion to plan for this 15 minutes daily.
January 2020	June 2020	Support staff will model best practices at community building time in collaboration with their assigned grade level team regarding equity, trauma informed care and restorative practices.
January 2020	June 2020	All students in grades 1 and 6 will be matched with one caring adult (staff member) who will support them throughout the year.

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 - 16.5 Economically Disadvantaged- 19.3
 Hispanic - 27.5 Students with Disabilities-30.9
 ELL - 16.9 White - 26.8
 All - 16.4

B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)

By June 2020, TOAST will decrease it's Chronic Absenteeism for the following subgroups from: African American - 16.5 to 14.8 All - 16.4 to 14.8 ED - 19.3 to 15 ELL - 16.9 to 15.2 Hispanic - 27.5 to 21.4 SWD- 30.9 to 26.6 White - 26.8 to 17.1

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 TOAST attendance data, TOAST needs to identify and address barriers to attendance for students in all subgroups.

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.
		Impact: The intended impact is to create a supportive school environment which sets a high bar for the importance of daily attendance.
		Attendance Protocols
July 2019	August 2019	The BLT will design an attendance pamphlet for parents spelling out TOAST's attendance protocols and rewards.
July 2019	January 2020	The Home School Coordinator and Community School Site Coordinator will plan and coordinate the monthly attendance assemblies, where students and parents are rewarded for following TOAST attendance protocols.
September 2019	September 2019	At the September 5th professional development, BLT will explain TOAST's attendance protocols and rewards to staff.
September 2019	September 2019	At the September 5th professional development, the Community School Site Coordinator and the Home School Coordinator will share out information from the district attendance committee.
September 2019	January 2020	Staff will reinforce TOAST's attendance protocols and rewards to students daily.
September 2019	January 2020	Attendance team will enforce attendance protocols including letters, home visits and rewards.
September 2019	January 2020	School secretary will run reports for student attendance and create a chronic absenteeism list for bi-weekly attendance team meetings.
		Attendance Intervention
September 2019	January 2020	Administration will lead bi-monthly attendance team meetings.
July 2019	January 2020	Administration will create a schedule for the Home School Coordinator and Community Schools Site Coordinator to make a minimum of 3 attendance-related home visits weekly beginning in July.
September 2019	January 2020	TOAST attendance team will meet bi-weekly to review chronic absenteeism and review HSC's home visit log.
September 2019	January 2020	TOAST attendance team will communicate with staff, student and families monthly on current attendance rates.
September 2019	January 2020	MTSS team will review the chronic absence list weekly and make recommendations to the attendance team.
October 2019	January 2020	Staff will provide 15 afterschool enrichment programs to encourage daily attendance. Late bussing will be provided.

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.
<p style="text-align: center;">Impact: The intended impact is to create a supportive school environment which sets a high bar for the importance of daily attendance.</p>		
<p style="text-align: center;">Attendance Protocols</p>		
January 2020	June 2020	School secretary will run reports for student attendance and create a chronic absenteeism list for bi-weekly attendance team meetings.
January 2020	June 2020	The Home School Coordinator and Community School Site Coordinator will plan and coordinate the monthly attendance assemblies.
January 2020	June 2020	Staff will reinforce TOAST's attendance protocols and rewards to students daily.
<p style="text-align: center;">Attendance Intervention</p>		
January 2020	June 2020	Administration will lead bi-monthly attendance team meetings as well as support and monitor the teams efforts.
January 2020	June 2020	TOAST attendance team will meet bi-weekly to review chronic absenteeism and review HSC's home visit log.
January 2020	June 2020	TOAST attendance team will communicate with staff, student and families monthly on current attendance rates.
January 2020	June 2020	Attendance team will enforce attendance protocols including letters, home visits and rewards.
January 2020	June 2020	Home School Coordinator and Community School Site Coordinator will make a minimum of 3 attendance-related home visits each weekly. They will keep logs of all visits.
January 2020	June 2020	MTSS team will review the chronic absence list weekly and make recommendations to the Attendance team.
January 2020	June 2020	Staff will provide 15 afterschool enrichment programs to encourage daily attendance. Late bussing will be provided.
January 2020	June 2020	Attendance team will enforce attendance protocols including letters, home visits and rewards.