2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Patchogue Medford	Eagle Elementary School	Erin Skahill	K-5

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
	2	1	1	2	1	3

HS Indicators

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Example: 3/6/20	*x*	*x*			
5/7/20	X	X	X		
5/19/20				X	
6/8/20	X	X	X	X	X

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated.   The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. 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.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*									Signature
		5/7		5/19		6/8					
Katie Buonomo	Teacher	X		X		X					
Sandra Kaiser	Teacher	X		X		X					
Jessica Kelley	Parent	X				X					
Colleen McEwen	Teacher	X		X		X					
Katherine Nash	School Psychologist	X		X		X					
Francesca Prochazka	Parent	X				X					
Erin Skahill	Principal	X		X		X					
Susan Wiederman	Reading Teacher	X		X		X					
Stephanie Whitehead	Special Education Teacher	X		X		X					

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:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

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 Evidence Based Strategy**

If "X' is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	**Principal Leadership Development** **Professional Learning Communities**
SCEP Goal(s) this strategy will support	• Goal #1: Awareness and Problem Solving, Ensures a Culture of Success, High Quality Instructional Leadership • Goal #2: Instructional Techniques that Deepen Engagement, Targeted Strategies for Diverse Learners • Goal #3: Using Assessment and feedback in Instruction • Goal #4: Systems for Communication and Systems for Engagement and Empowerment • Goal #5: Survey Results: Family survey

☐ **Clearinghouse-Identified**

If "X' is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	

	☐	What Works Clearinghouse
		☐ Rating: Meets WWC Standards Without Reservations
		☐ Rating: Meets WWC Standards With Reservations
☐		**Social Programs That Work**
		☐ Rating: Top Tier
		☐ Rating: Near Top Tier
☐		**Blueprints for Healthy Youth Development**
		☐ Rating: Model Plus
		☐ Rating: Model
		☐ Rating: Promising

☐ **School-Identified**

If "X' is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Tenet 1 or Tenet 2 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
2A Awareness and Problem Solving, 2B Ensures a Culture and Climate of Success, 2D High Quality Instructional Leadership		By 2021, The principal and teacher leadership team consisting of various stakeholders will implement the **Conscious Discipline** framework for embedding social emotional learning across all content areas and will collect and analyze data to monitor the impact of social emotional learning strategies, as measured by a 10% decrease in student discipline referrals.	During the 2018-19 school year, there were 30 discipline referrals made directly to the building principal. Grade K :1 referral, Grade 1: 3 referrals, Grade 2: 12 referrals, Grade 3: 5 referrals, Grade 4: 5 referrals, Grade 5: 4 referrals.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Currently the school does not have a framework for teaching social emotional skills embedded in content across all disciplines. The principal, teachers and staff recognize that students exhibit the need for self-management, the development of social skills, and problem solving expertise during both structured and unstructured school time.	K-5

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug 2020	Sep 2020	The principal will communicate the need and rationale to develop a framework for teaching social emotional skills embedded in content across all disciplines to the faculty.
Sept 2020	Oct 2020	Administer The Conscious Discipline Rubric to help assess teacher's mindset shifts as well as their understanding and application of Conscious Discipline in the classrooms.
Aug 2020	Sep 2020	The principal will communicate the need and rationale to implement the framework for Conscious Discipline embedded in content across all subject areas with the community through the Back to School letter and September PTA meeting.

Aug 2020	Sep 2020	The principal will share this goal with families through the Back to School letter and PTA meeting.
Sep 2020	June 2020	Teachers will participate in a 10-session e-Course guiding them through the core methodology of Conscious Discipline. Each month the teachers will engage in 1 session of the course during faculty meetings and/or PDP.
Sep 2020	Dec 2020	Teachers will study the first 3 skills in Conscious Discipline; Composure, Encouragement, and Assertiveness.
Sep 2020 2020	Oct 2020	Teachers will read and discuss Anger management and delay of gratification topics during grade level meetings.
Oct 2020	Nov 202	Teachers will read and discuss pro-social skills; Kindness, caring, and helpfulness topics during grade level meetings.
Nov 2020	Dec 2020	Teachers will read and discuss bully-prevention and healthy boundaries topics during grade level meetings.
Aug 2020	Jan 2021	The principal will create common planning time for specific grade levels to initiate the seven skills of Conscious Discipline embedded in content across all subject areas.
Aug 2020	Jan 2021	Teachers will share evidence-based practices and resources, such as videos and professional reading related to Conscious Discipline, using Microsoft Teams.
Aug 2020	Jan 2021	Portions of our faculty meetings will be utilized for teachers to share successful practices and resources related to Conscious Discipline which are developed during common planning time.
Aug 2020	Jan 2021	The teachers will teach 1 SEL lesson every Monday morning from 8:55-9:25 am when school is in session.
Aug 2020	Jan 2021	All discipline referrals will be submitted in writing by teachers and staff. These reports will then be entered into the School management system.
Aug 2020	Jan 2021	Building principal will participate in monthly cohort and individual coaching meetings with PLC Coach, Elisabeth Smith.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
Discipline Referral Forms	By January 2021, there will be no more than 13 of the total number of referrals expected for the entire year.
Conscious Discipline Progress Assessment Rubric	The document will be used to help teachers assess their mindset shifts as well as their understanding and application of Conscious Discipline in the classroom. By January 2021, teachers will demonstrate 1-2 growth points in the first 3 indicators of the program (Composure, Teaching Assertiveness to Children, and Encouragement).

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan 2021	June 2021	The Conscious Discipline Progress Assessment Rubric will be used to help teachers assess their mindset shifts as well as their understanding and application of Conscious Discipline in the classroom. By June 2021, teachers will demonstrate 1-2 growth points in the next 4 indicators of the program (Choices, Empathy, Positive Intent, and Consequences).
Jan 2021	June 2021	Teacher leadership team will share the last 4 topics for Conscious Discipline Skills (Choices, Empathy, Positive Intent, and Consequences) during professional development periods.
Sep 2020	June 2020	Teachers will continue to participate in a 10-session e-Course guiding them through the core methodology of Conscious Discipline. Each month the teachers will engage in 1 session of the course during faculty meetings and/or PDP.
Jan 2021	June 2021	Teachers will study the last 4 skills in Conscious Discipline; Choices, Empathy, Positive Intent, and Consequences.
Jan 2021	Feb 2021	Teachers will read and discuss impulse control and goal achievement topics during grade level meetings.
Feb 2021	March 2021	Teachers will read and discuss emotional regulation and perspective taking topics during grade level meetings.
March 2021	April 2021	Teachers will read and discuss cooperation and problem-solving topics during grade level meetings.
April 2021	May 2021	Teachers will read and discuss learning from mistakes topics during grade level meetings.
May 2021	June 2021	Administer The Conscious Discipline Rubric to help assess teacher's mindset shifts as well as their understanding and application of Conscious Discipline in the classrooms.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Ex: Curric ulum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Social, Emotional, and Behavioral supports for students to acclimate back to class.	Grade level teams, school psychologist, and social worker collaborate and develop lessons to help address anxiety, behavioral, and emotional needs.	Starting in August and continue throughout.

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
4 E, Instructional Techniques that Deepen Engagement **4 F Targeted Strategies for Diverse Learners**	Differentiated Instruction, Individualization	By June 2021, 60% of Eagle Elementary teachers will demonstrate differentiated instruction as evidenced by the principal walkthrough tool and lesson plans.	In 2019, instructional data collected by the principal on a walkthrough tool indicates 30% of teachers visited used differentiation of instruction.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
There is a lack of a diagnostic assessment system to accurately depict students' strengths and weaknesses and to provide an additional data point. By having this additional diagnostic information, teachers will be able to differentiate instruction in order to improve student growth.	Grades 3-5
PDP structure does not allow for in depth exploration of pedagogical techniques.	All
Current planning and common planning procedures lack a productive protocol to address student needs and to make data driven decisions.	All

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug 2020	June 2021	Hire a part time AIS person to assist with low performing students using a push in model.
Aug 2020	Sept 2020	Teachers in grades 2-5 will receive i-Ready training.
Aug 2020	Sept 2020	Teachers will explain Aimsweb/RI during Back to School Night.

Aug 2020	Sept 2020	AIS teacher, Building Liaison Instructional Coach and Reading teachers will administer the AimsWeb an RI baseline.
Aug 2020	December 2020	AIS teacher will collaborate with classroom teachers to create data driven groups for remediation.
Aug 2020	December 2020	AIS teacher, Instructional Coach, and Reading Teachers will prepare RI & Aimsweb data for analysis and presentation
Aug 2020	December 2020	AIS teacher & Instructional Coach will present data to teachers during a PDP.
Aug 2020	December 2020	Teachers will use the RI and Aimsweb data and analysis of student work to create instructional shifts and lessons as indicated by the data during PDP and Common Planning Time.
December 2020	December 2020	Teachers will share RI/ Aimsweb snapshot with parents at parent/teacher conferences.
December 2020	December 2020	A teacher survey will be completed.
August 2020	Sep 1 2020	The principal will communicate the expectations and rationale for differentiated instruction to the faculty.
August 2020	Sep 1 2020	The principal will communicate the goals of the SCEP plan to families.
September, 2020	January 2021	The principal will share the monthly professional learning opportunities for differentiated instruction.
September, 2020	January 2021	The principal will create common planning time for specific grade levels to share effective practices and strategies for differentiation.
September, 2020	January 2021	Teachers will share evidence-based practices and resources, such as videos and professional reading, using Microsoft Teams.
September, 2020	January 2021	Portions of our faculty meetings will be utilized for teachers to share successful practices and resources which are developed during common planning time.
September, 2020	January 2021	The principal and staff will participate in quarterly discussions of professional articles related to differentiation.
September, 2020	January 2021	The principal will purchase strategy charts to assist teachers in the implementation of differentiated instruction when lesson planning.
September, 2020	January 2021	The principal will conduct walkthroughs and provide specific feedback to teachers related to differentiation.
Sep 2020	Oct 2020	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 1 area of differentiation in the content of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
Oct 2020	Nov 2020	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 2 areas of differentiation in the content of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
Nov 2020	Dec 2020	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 3 areas of differentiation in the content of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.

Jan 2021	Feb 2021	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 1 area of differentiation in the process of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
Feb 2021	March 2021	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 2 areas of differentiation in the process of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
March 2021	April 2021	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 1 area of differentiation in the product of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
April 2021	May 2021	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of 2 areas of differentiation in the product of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
May 2021	June 2021	The principal will conduct walkthroughs and provide specific feedback to teachers. The focus of the walkthrough will be evidence of at least 1 area of differentiation in the content, process, and product of the lesson. Teachers will receive 1 glow and 1 grow on a post-it note.
Sep 2020	June 2021	After each round of walk-throughs, supports will be provided by the instructional coach/principal to teachers who are not meeting expectations.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	**January 2021 Target**
AimswebPlus Benchmark Assessments Reading Inventory Assessment	By January 2021 teachers will utilize the Aimsweb Plus in Grades K-2 and RI assessment system in grades 3-5 to inform instructional decisions using evidence of student growth from September to January through a mid-year benchmark assessment.
Differentiated Instruction	By Jan 2021, teachers' use and frequency of differentiated instruction will increase to 45%, as measured by the principal's collaboratively developed walk-through tool.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals.)** Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	**January 2020 Performance**	**January 2021 Target**

Aimsweb	K – 30% High Risk 1 – 30% High Risk 2 – 22% High Risk	20% decrease in the number of students in Grades K-2 scoring at High Risk.
Reading Inventory	3 – 25% Below basic 4 – 35% Below basic 5 – 21% Below basic	20% decrease in the number of students in Grades 3-5 scoring Below basic on the Reading Inventory.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
Dec 2020	Jan 2021	BLT team will create an mid year teacher survey to gauge implementation and efficacy of data collection and analysis
Jan 2021	Jan 2021	AIS teacher, Building Liaison Instructional Coach Reading Teachers, and Classroom teachers will administer the Reading Inventory mid-year benchmark.
Jan 2021	Jan 2021	AIS teacher will continue to collaborate with classroom teachers to evaluate and create data driven groups for remediation.
Jan 2021	Feb 2021	AIS teacher, Reading Teachers, & Instructional Coach will prepare Reading Inventory & Aimsweb data for analysis and presentation
Feb 2021	Feb 2021	Principal will share with parents at PTA trends and findings from Reading Inventory and Aimsweb data as well as an engaging/fun activity that can be done at home to assist with the skill gap.
Feb 2021	Feb 2021	AIS teacher & Instructional Coach will present data to teachers during a Data Deep Dive PDP based on mid-year data
Feb 2021	Feb 2021	Teachers will share mid-year data with parents in bi-weekly progress folders
Mar 2021	Mar 2021	Parent Teacher conferences will be held for students that are considered at risk based upon the mid-year benchmark
Feb 2021	April 2021	Teachers will use the Reading Inventory and Aimsweb data and analysis of student work to create instructional shifts and lessons as indicated by the data during PDP, Common Planning and Collaboration Time.
April 2021	April 2021	Teachers will present their data patterns as indicated by Reading Inventory and explain the strategies they utilized in the classroom at cross grade level meetings.
May 2021	June 2021	Teachers will present their data patterns as indicated by Aimsweb and explain the strategies they utilized in the classroom at cross grade level meetings.
May 2021	June 2021	BLT team will create an end of the year teacher survey to gauge implementation and efficacy of data collection and analysis.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Academic support to address instructional regression due to pandemic	Convene cross grade level teacher meetings to begin to identify gaps in instruction and to design appropriate lessons and supports.	Aug 2020 – June 2021
Personnel support	Hire AIS teacher to support classroom teacher, providing targeted instruction to improve student growth	Aug 2021

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
4 G, Using Assessment and Feedback in Instruction	Monitoring Student Learning while Teaching, Feedback and Student Reflection and Revision	By June 2021, 80% of teachers will provide targeted specific feedback, and opportunities for student reflection, during, and after classroom lessons, as measured by the collaboratively created walk-through tool. By June 2021, 75% of students will be able to speak to their current performance levels.	During the 2019-2020 school year, data collected from the collaboratively developed walkthrough tool indicated that in the observed classrooms, 45% of teachers provided targeted, specific feedback to students. 30% of students were able to speak to their current performance levels in reading and math. The SCEP team recognizes the need for consistent, frequent use of these strategies.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Teachers need more guidance and PD on what targeted specific feedback looks like in the classroom as well as teaching students to be more self-reflective.	K-5

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug 2020	Sept 2020	The principal will communicate the expectations and rationale for using formative assessment, referencing learning objectives, providing opportunities for student reflection, and targeted specific feedback.
Aug 2020	Sept 2020	The principal will communicate the goals of the SCEP plan to families.
Sept 2020	Jan 2021	The principal will share the monthly professional learning opportunities for providing opportunities for student reflection, and targeted specific feedback.
Sept 2020	Jan 2021	The principal will create common planning time for specific grade levels to share effective practices and strategies for using formative assessment, referencing learning objectives, providing opportunities for student reflection, and targeted specific feedback.
Sept 2020	Jan 2021	Teachers will share evidence-based practices and resources, such as videos and professional reading, using Microsoft Teams.

Sept 2020	Set 2020	Classroom teachers will have students complete a self-assessment form requiring students to identify his/her current performance levels in reading and math.
Sept 2020	Dec 2020	Teachers will meet with each student monthly to review performance levels in reading and math using AimsWeb plus benchmark data, iReady, RI, and summative math assessments.
Sept 2020	Oct 2020	The principal will conduct walk-throughs providing quick, targeted feedback in Domains 2a and 3a to teachers observed on a post-it note.
Oct 2020	Nov 2020	The principal will conduct walk-throughs providing quick, targeted feedback in Domains 2b and 3b to teachers observed on a post-it note.
Nov 2020	Dec 2020	The principal will conduct walk-throughs providing quick, targeted feedback in Domains 2c and 3c to teachers observed on a post-it note.
Sept 2020	Jan 2021	Portions of our faculty meetings will be utilized for teachers to share successful practices and resources, which are developed during common planning time.
Sept 2020	Jan 2021	The principal and staff will participate in quarterly discussions of professional articles related to using creating opportunities for student reflection, and targeted specific feedback.
Sept 2020	Jan 2021	The principal and staff will utilize a whiteboard in the faculty/staff lunchroom for teachers and staff to request and/or offer professional development opportunities, which include but not limited to providing opportunities for student reflection, and targeted specific feedback.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
Mutually created walkthrough tool	By January 2021, 64% of teachers will provide targeted specific feedback, opportunities for student reflection, as measured by the collaboratively created walk-through tool.
Teacher created self-reflection tools for students.	By January 2021, 55% of Eagle Elementary students will be able to articulate his/her current levels of performance in reading and math.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
Parent survey	By January 2020, 50% of families will agree that their children are required to self-monitor their progress and keep track of their	65% of families will agree that their children are required to self-monitor their progress and keep track of their own learning, as

	own learning, as measured by a locally designed survey.	measured by a locally designed survey.
Reading Inventory	Grade 3 – 68% of students scored basic/proficient on the January RI. Grade 4 – 50% students scored basic/proficient on the January RI. Grade 5 – 65% of students scored basic/proficient on the January RI.	By January 2021, students in Grades 3-5 scoring basic/proficient will increase by 10%.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
Jan 2021	June 2021	The principal will continue to share the monthly professional learning opportunities for using formative assessment, referencing learning objectives, providing opportunities for student reflection, and targeted specific feedback.
Jan 2021	June 2021	Teachers will continue to meet during the common planning time for specific grade levels to share effective practices and strategies for using formative assessment, referencing learning objectives, providing opportunities for student reflection, and targeted specific feedback.
Jan 2021	June 2021	Teachers will continue to share evidence-based practices and resources, such as videos and professional reading, using Microsoft Teams.
Jan 2021	June 2021	Portions of our faculty meetings will continue to be utilized for teachers to share successful practices and resources, which are developed during common planning time.
Jan 2021	June 2021	The principal and staff will continue to participate in quarterly discussions of professional articles related to using formative assessment, referencing learning objectives, providing opportunities for student reflection, and targeted specific feedback.
Jan 2021	Feb 2021	The principal will conduct walk-throughs providing quick, targeted feedback in Domains 2d and 3d to teachers observed on a post-it note.
Feb 2021	March 2021	The principal will conduct walk-throughs providing quick, targeted feedback in Domains 2e and 3e to teachers observed on a post-it note.
March 2021	June 2021	The principal will continue to conduct walk-throughs providing quick, targeted feedback in Domains 2 and 3 of the Danielson rubric to teachers observed on a post-it note.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Students providing authentic insight into their learning in	Self-monitoring and reflection strategies utilized in the classroom.	Sept-June

light of traditional instruction being lost.		
Parents understanding how self-monitoring can support students' learning.	Monthly progress folders.	Sept-June

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Tenet 6A, Systems for Communication **6B,Systems for Engagement and Empowerment**		By June 2021, 80% of teachers will make direct, individualized contact with each family at least one time per trimester and this contact will be logged in the eSchool parent phone log, as a measurement monitored by the school principal.	During the 2018-2019 school year, 22% of classroom teachers logged direct, individualized contact with families.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Teachers and parents have differing definitions on parent communication/parent involvement.	K-5
Teachers indicate their schedules make it difficult to make contact with families during the day.	K-5

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
August 2020	September 2020	The principal will set the expectation for meeting this goal.
September 2020	September 2020	The principal will share the rationale for this goal with the faculty.
September 2020	September 2020	The principal will ensure that professional development on the use of eSchool is provided for staff, which includes professional confidentiality.
Sep 2020	Dec 2020	The principal will run monthly phone log reports.
Oct 2020	Oct 2020	The principal will run monthly phone log reports and follow up with teachers who have not made contact with parents.
September 2020	September 2020	All teachers, professional support staff, and principal will begin to contact families through phone calls, emails, notes, and/or the Remind app in the first week of school.
September 2020	September 2020	The principal will share this goal with families through the Back to School letter and PTA meeting.

September 2020	September 2020	Curriculum guides will be distributed to families at Meet the Teacher.
Aug 2020	Sep 2020	Parents will be given a survey to indicate their preferred method communication.
Sep 2020	Sep 2020	Teachers will post their "weekly office hours" for parents.
Sep 2020	Dec 2020	Teachers will utilize "weekly office hours" before or after school to communicate with families.
Sep 2020	Dec 2020	All grade levels with publish and distribute a 1 or more newsletter/s to families.
Nov 2020	Nov 2020	The principal will run monthly phone log reports and follow up with teachers who have not made contact with parents within the past month by offering help and support to find time in their schedule to contact parents.
December 2020	December 2020	During family conferences, teachers will gather feedback regarding the level of satisfaction of school communication via a survey, and share this information with the principal.
January 2021	January 2021	The principal will share the collective feedback from parents regarding the home school contacts with the faculty.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
eSchool phone log	By January 2021, 60% of teachers will make direct, individualized contact with each family expressing positive, specific feedback during the first trimester and this contact will be logged in the eSchool parent phone log, as a measurement.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 2021	June 2021	All grade levels with publish and distribute 2 or more newsletters to families.
January 2021	June 2021	The principal, teachers, and professional support staff will continue to make contact with parents at least once per trimester, which will be logged into eschool as evidence of the contact.
Jan 2021	June 2021	Grade levels will be expected to select 1 student per week for a positive office referral. Parents will be contacted by principal.
Jan 2021	Jan 2021	Kindergarten parents will be invited to a classroom event/celebration.
Feb 2021	Feb 2021	First grade parents will be invited to a classroom event/celebration.
March 2021	March 2021	Second grade parents will be invited to a classroom event/celebration.
April 2021	April 2021	Third grade parents will be invited to a classroom event/celebration.
May 2021	May 2021	Fourth grade parents will be invited to a classroom event/celebration.
June 2021	June 2021	Fifth grade parents will be invited to a classroom event/celebration.
May 2021	June 2021	School will administer survey to measure parent satisfaction.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Effective communication methods for various stakeholders	Vary types of communication methods to reach all parent groups; Remind, text, email, newsletter, class parent.	Sept-June

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*
Parents	Data Triangle survey Item Number T30.	By June 2021, 75% of Eagle families will agree that students are required to self-monitor their progress and keep track of their own learning.	In 2019, the Family survey results from Data Triangle, PLC Inc. Item Number T30, 37.5% of families agreed that "My child(ren) is required to self-monitor their progress and keep track of their own learning."

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
There was a lack of "formal" progress monitoring by students.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
August 2020	September 2020	The principal will communicate to all stakeholders the importance of goal setting and self-monitoring and the impact on student learning.
August 2020	September 2020	The principal will ensure that professional development is provided related to the efficacy of self-monitoring, including the work of John Hattie.
Sept 2020	Jan 2021	Teachers will provide students with private or public visual tracking tools for self-monitoring, including reading rockets and snappy words charts.
Sept 2020	Jan 2021	During individual conferences with students, students will keep track of their learning.
Sept 2020	Jan 2021	After conferencing with students, teachers will send home student reflection forms from the AIMSweb, Reading Inventory, and independent/instructional reading levels.
September 2020	Sept 2020	The school will send home proficiency bands and independent reading scales.
Sept 2020	Sept 2020	Classroom teachers will have students complete a self-assessment form requiring students to identify his/her current performance levels in reading and math. These will be sent home to the parents.

Sept 2020	Dec 2020	Teachers will meet with each student monthly to review performance levels in reading and math using AimsWeb plus benchmark data, iReady, RI, and summative math assessments.
Sept 2020	June 2021	All teachers will be sending home the Aimsweb (K-2) or Reading Inventory (3-5), parent report, and reading comprehension assessment report three times a year (fall, winter, spring).
Nov 2020	Nov 2020	Each teacher will send home a folder with visual tracking tools that students have been using to self-monitor throughout the week. Students have to get this signed by their parents and return it to school to following day. This will be sent home each week of the month.
Dec 2020	Dec 2020	Sudents will have a student-centered meeting with one of their teachers and parent focused on how they have been self-monitoring their progress over the semester.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Locally designed survey	By January 2020, 57% of families will agree that their children are required to self-monitor their progress and keep track of their own learning, as measured by a locally designed survey.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan 2021	June 2021	Teachers will continue to provide students with private or public visual tracking tools for self-monitoring, including reading rockets and snappy words charts.
Jan 2021	June 2021	During individual conferences with students, students will keep track of their learning.
Jan 2021	Jan 2021	Classroom teachers will have students complete a self-assessment form requiring students to identify his/her current performance levels in reading and math. Students will share these with their parents, have them signed, and returned to school.
Sept 2020	Dec 2020	Teachers will meet with each student monthly to review performance levels in reading and math using AimsWeb plus benchmark data, iReady, RI, and summative math assessments.
Jan 2021	June 2021	All teachers will be sending home the AiMSweb (K-2) or Reading Inventory (3-5), parent report, and reading comprehension assessment report three times a year (fall, winter, spring).

May 2021	June 2020	The team and principal will evaluate the progress students have made with self-monitoring and its impact on their learning.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Students accepting that mistakes and failure is OK and part of learning as they may struggle with new concepts.	Read Alouds regarding making mistakes.	Sept-June

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X☐ 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. X☐ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. X☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

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

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

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
   - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
   - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).