



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Patchogue Medford School District	Bay Elementary School	Rui Mendes	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
All Students	1	1	1	2	1	3
ED	1	1	1	2	1	3
ELL	1		1	2	1	4
Hispanic	1	1	1	2	1	3
White	2	1	1		1	4

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
06-11-2020	X	X	X		
06-15-2020	X	X	X		
06-16-2020	X	X	X		
06-17-2020	X	X	X		
06-18-2020				X	X
06-19-2020				X	X

Stakeholder Participation

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

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
		06-11	06-15	06-16	06-17	06-18	06-19			
Rui Mendes	Principal	x	x	x	x	x	x			
Keith Beebe	Teacher	x	x	x	x	x	x			
Beth Corpac	Parent/Teacher	x	x	x	x	x	x			
Hilary Moss	Teacher	x	x	x	x	x	x			
Jeanette Firpo	Teacher	x	x	x	x	x	x			
Gail Fiorelli	Building Coach	x	x	x	x	x	x			
Alexandria Wada	Teacher	x	x	x	x	x	x			
Lisa Augustine	Teacher	x	x	x	x	x	x			
Leticia Reyes-Velasquez	Teacher	x	x	x	x	x	x			
Frances Cardenas	Teacher/Parent	x	x	x	x	x	x			
Jana Melton	Parent	x	x	x	x	x	x			
Sara McMurray	Parent	x	x	x	x	x	x			

Stakeholder Involvement Signature Page

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
SCEP Goal(s) this strategy will support	2D Provides High Quality Instructional Leadership

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	
<input type="checkbox"/>	What Works Clearinghouse
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

Evidence-based Intervention

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

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
2D Provides High Quality Instructional Leadership	Monitoring and Analysis, Feedback and Support	By June 2021, 75 % of lesson plans will include evidence that information from the data portfolio was used to differentiate activities based on student learning needs. This evidence will be recorded using the building/district walkthrough tool.	This an estimate based on initial administrator walkthroughs that about 25% of lesson plans included evidence that information from the data portfolio was used to differentiate activities based on student learning needs. Walk through tool data used prior to school closure.

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?)
Based on assessment data and a high ENL (English as a New Language) population, there is a need to continue to build a system to collect data around pedagogy, school initiatives, and programs.	No
Teachers need additional training and support on interpreting and analyzing the data from the district assessments, i-Ready (3-5) assessments, AIMSweb (K-2) and F&P assessments (K-5), in order to utilize it to differentiate instruction.	No

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
September 2020	September 2020	The principal, instructional coach, and SCEP team will review resources to be used by the Data Team to ensure that as the team begins to collect, analyze, and disseminate building wide data, the goal will be to use the resources to provide training and learning/discussion centered around district chosen assessments prior to the second trimester.
September 2020	January 2021	The principal and the building data team will meet monthly to collect and analyze student literacy and math data from multiple data sources AIMSWEB (K-2), i-Ready (3-5) and F&P assessments (K-5). Data will be provided for classroom teachers to incorporate into classroom data binders at monthly sessions. (Professional Development Period (PDP's) or Common Planning Time)

Tenet 1 or Tenet 2 Goal

August 2020	September 2020	A math AIS teacher will be hired to build a support structure to address students in need of additional intervention support based on district benchmark assessment data (AIMSweb K-2 and i-ready 3-5) and teacher assessment data.
September 2020	November 2020	Math AIS benchmarks will be identified and shared with classroom teachers, teachers will utilize benchmarks to analyze IReady Math Data.
September 2020	November 2020	Students in need of AIS support will be identified and discussed at Grade Level Meetings with Instructional Coach, Math AIS Specialist, and building Principal. Focus on building a new Math AIS structure will be on Grades 3-5, initially.
September 2020	November 2020	Literacy AIS benchmarks will be identified and shared with classroom teachers, teachers will utilize benchmarks to analyze IReady and AimsWeb Reading Data.
September 2020	November 2020	Students in need of AIS support will be identified and discussed at Grade Level Meetings with Instructional Coach, Literacy AIS Specialist, and building Principal.
October 2020	November 2020	Staff will share the goal with students using student friendly language via whole group discussion and small group goal setting conferences.
November 2020	December 2020	The principal, instructional coach and members of the data team will hold collaborative grade level meetings to disseminate and analyze building wide data. Support teachers as they are learning to use the data to change instruction to meet the needs of all students.
November 2020	January 2021	Resources will be shared with colleagues to invoke collaborative discussions, which will be facilitated by the instructional coach around data to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings.
July 2020	August 2020	The principal will create a master schedule to include common planning time for teachers/instructional coach/AIS specialists to collaborate.
October 2020	January 2021	Principal and Instructional Coach will offer professional learning circles centered around identified grade level/building wide data to increase the data literacy skills of faculty.
October 2020	January 2021	During common planning time, teachers, AIS Specialists and the instructional coach will create and share strategies for students based on the data provided for them by the data team.
September 2020	January 2021	Principal will refresh and continue the online repository for teachers to collect, analyze, and disseminate building/grade level wide data, and share information and thoughts with colleagues regarding the data.
October 2020	January 2021	The SCEP team will identify several visual resources to be utilized in every classroom throughout the school year creating common expectations for students to set goals based on disseminate building wide data.
October 2020	January 2021	The Principal will create a schedule to monitor the inclusion of differentiated lessons based on the data portfolio through the review of lesson plans and evidence of differentiated lessons being taught using a walkthrough tool.

Tenet 1 or Tenet 2 Goal

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
Walkthrough tool and data portfolio	By January 2021, 50% of lesson plans will include evidence that information from the data portfolio was used to differentiate activities based on student learning needs.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	The principal, instructional coach, and SCEP team will continue to review resources to be used by the Data Team to ensure that as the team begins to collect, analyze, and disseminate building wide data, the goal will be to use the resources to provide training and learning/discussion centered on district chosen assessments. Resources will be utilized during the second and third trimester.
January 2021	June 2021	The Math AIS teacher will continue to meet with classroom teachers to identify students in need of additional support based on district benchmark assessment data (AIMS web K-2 and i-ready 3-5) and teacher assessment data.
January 2021	June 2021	The principal, instructional coach, Math and Literacy AIS specialists, will work collaboratively with faculty and staff on the data monitoring tool (binder and online repository) during several faculty meetings and PDP work sessions.
January 2021	June 2021	Staff will continue to share the goal with students using student friendly language via whole group discussion and small group goal setting conferences at the end of the first and second trimester.

Tenet 1 or Tenet 2 Goal

January 2021	June 2021	The principal, instructional coach, and members of the data team will continue to hold collaborative grade level meetings to disseminate and analyze building wide data. Staff will work together to utilize IReady Resources to target areas of need based on benchmarks.
January 2021	June 2021	Resources will continue to be shared with colleagues to invoke collaborative discussion around data to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings. 1:1 support will be provided by the building instructional coach for teachers who continue to need additional assistance with data literacy.
January 2021	June 2021	The principal will adjust the master schedule as needed to include common planning time for teachers and support staff to collaborate based on shared student data.
January 2021	June 2021	Principal and instructional coach will continue discussions to offer professional learning circles centered around identified grade level/building wide data to increase staff's data literacy skills.
January 2021	June 2021	During common planning time, the instructional coach, Math and Literacy AIS specialists, and teachers will continue to create and share strategies for students based on the data provided for them by the data team.
January 2021	June 2021	Principal will continue to maintain the online repository for teachers to collect, analyze, and disseminate building/grade level wide data, and share information and thoughts with colleagues regarding the data.
January 2021	June 2021	The principal, instructional coach, and AIS Specialists will design and use a collaboratively created tool to monitor student use of visual resources to be utilized in every classroom throughout the school year creating common expectations for students to set goals based on disseminated building wide data.
January 2021	June 2021	The principal will monitor the inclusion of differentiated lessons based on the data portfolio through the review of lesson plans and evidence of differentiated lessons being taught using a walkthrough tool.
May 2021	June 2021	The SCEP team, instructional coach, and principal will evaluate the effectiveness of the goal and make recommendations for the following school year.

Addressing COVID-19 Related Challenges

<p>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. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Lack of data on students due to asynchronous learning format. There were no grades during the 3 rd trimester.	Teachers will meet cross grade levels to discuss students. Use synchronous instruction for small groups to differentiate instruction based on student need. Use data from IReady/Aimsweb to inform discussion.	September 2020

Tenet 1 or Tenet 2 Goal

Lack of devices for students, lack of wifi/hotspots access for students, families sharing 1 device for parents and students.	Work with district technology team to ensure that all families have access to a device (or multiple devices) and access to wifi /hotspots if we are continuing distance learning.	September 2020

Tenet 3 or Tenet 4 Goal

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
4E, Instructional Techniques that Deepen Engagement	Questioning	By June 2021, 75% of teachers will demonstrate the use of higher order thinking questions in Math and ELA and <i>strategies to engage students in higher order thinking</i> , as measured by the previously established walkthrough tool.	Due to the pandemic and the inability to perform classroom walkthroughs and asynchronous learning, it is estimated that 25% of teachers improved or incorporated Higher Order Thinking Questions into their online assignments.

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 training to develop Higher Order Thinking Questions, in order to move teachers beyond questioning in the Comprehension/Knowledge area as observed in the first part of 2019-2020 School Year.	No
Teachers need more training and support, via, PDPs and common planning periods in order to incorporate higher order thinking questions into their daily lesson plans.	No

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 and SCEP team will begin to identify resources to assist teachers with the development/creation of students centered Higher Order Thinking Questions to improve student outcomes. Resources will be shared with faculty at the beginning of the school year.
September, 2020	September, 2020	The principal will share the goal with faculty and staff during one of the first faculty meetings, the instructional coach will follow up with smaller grade level discussions to assist teachers with initial shared creation of questions.
September, 2020	September, 2020	The building instructional coach/Principal will create a rotating schedule to meet with teachers to assist with reviewing lesson plans. The purpose will be to brainstorm and create opportunities for students to respond to the imbedded questions.

Tenet 3 or Tenet 4 Goal

October, 2020	November, 2020	Staff will share the goal with students using student friendly language via whole group discussion and small group goal setting conferences.
November, 2020	January, 2021	Permanent substitute teacher will be assigned for coverage to allow for teachers struggling with imbedding effective questioning. Teachers will be able to use the time to visit other well-versed colleagues, or to work 1:1 with the instructional coach.
November, 2020	December, 2020	Resources will be reviewed, and new resources introduced to invoke collaborative discussion around higher order thinking questions to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings.
July, 2020	August, 2020	The principal will create a master schedule to include common planning time for teachers to collaborate.
November, 2020	January, 2021	Principal and literacy coach will offer professional learning circles centered around identified text correlating with our higher order questioning goal.
November, 2020	January, 2021	Classroom teachers, instructional coach, and AIS Literacy Specialists will meet monthly to discuss shared students and the questions needed to move students forward. Meetings will increase for teachers struggling with developing higher order questioning.
November, 2020	January, 2021	During common planning time, teachers will create and share strategies for students to recognize, develop, and utilize higher order thinking skills/questioning techniques.
September, 2020	January, 2021	Principal will create an online repository for teachers to identify, save, and share resources related to higher order thinking skills/questioning techniques.
September, 2020	January, 2021	The SCEP team will identify several visual resources to be utilized in every classroom throughout the school year creating common expectations for students and staff in all multidisciplinary learning environments.
November, 2020	January, 2021	The SCEP Team will develop interactive templates to share with staff and students to facilitate the reading and answering of higher order thinking questions utilizing higher order thinking response stems.

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
Walkthrough data and	By January 2021, 50% of teachers will demonstrate use of higher order thinking questions as measured by a walkthrough tool utilized by the principal and administrators to identify and provide direct evidence from teacher lesson plans.

Tenet 3 or Tenet 4 Goal

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
iReady Math	Mid-Year Bench Mark Assessments were not administered in Grades 3-5. Baseline data will be need to be obtained in September 2020 for incoming Grade 4 and 5 students. 31 % of Second Grade students scored on grade level in Math.	35% of Second Grade Students will score on grade level. ***Target may have to be adjusted due to regression caused by school closures.
iReady Reading	Students were assessed Mid- Year using Houghton Mifflin Harcourt Reading Inventory. 46% of grade 3-5 students scored <u>on or above</u> grade level on the RI Winter 2020. 34% of grade 3-5 students scored <u>on grade level</u> on the RI Winter 2020.	40% of students will score on grade level utilizing new IReady Assessment. 50% of students will score on or above grade level utilizing new IReady Assessment. ***Target may have to be adjusted due to regression caused by school closures.

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
February, 2021	June, 2021	The principal and SCEP team will utilize resources to assist teachers with the development/creation of students centered Higher Order Thinking Questions to improve student outcomes. Resources will be used during monthly check in meetings to review teacher chosen lesson plans.
February, 2021	June, 2021	The faculty and staff will bring evidence of lesson planning utilizing learned questioning techniques during follow up faculty meetings and bi-monthly check in meetings. The instructional coach will follow up with smaller grade level discussions to assist teachers with initial shared creation of questions.
February, 2021	June, 2021	The building instructional coach/Principal will create a rotating schedule to meet with teachers 1:1 to assist with reviewing lesson plans. The purpose will be to brainstorm and create opportunities for students to respond to the imbedded questions.

Tenet 3 or Tenet 4 Goal

February, 2021	June, 2021	Staff will continue to share the goal with students using student friendly language via whole group discussion and small group goal setting conferences. Students will be given the opportunity to respond to questions utilizing different modalities.
February, 2021	June, 2021	Resources will be shared with colleagues to invoke collaborative discussion around higher order thinking questions to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings.
February, 2021	June, 2021	Principal and literacy coach will offer professional learning circles centered around identified text correlating with our higher order questioning goal.
February, 2021	June, 2021	During common planning time, teachers will create and share strategies for students to recognize, develop, and utilize higher order thinking skills/questioning techniques.
February, 2021	June, 2021	Principal will continue to add to the online repository for teachers to identify, save, and share resources related to higher order thinking skills/questioning techniques.
February, 2021	June, 2021	The SCEP team will continue to identify visual resources to be utilized in every classroom throughout the school year creating common expectations for students and staff in all multidisciplinary learning environments.
May, 2021	June, 2021	The SCEP team and principal will evaluate the effectiveness of the goal and make recommendations for the following school year.

Addressing COVID-19 Related Challenges

<p>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. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Due to the long absence, all students will need a support structure.	Implement one on one and small group instruction, synchronous learning with higher order questions embedded in the lessons and assign higher order activity using Bloom's Taxonomy as a guide.	September 2020
Gap in schooling will mean that strategies were not reinforced to the extent they normally would have in an uninterrupted school year.	Curriculum Maps will be adapted to include prior academic year standards that were not met for Math and ELA.	September 2020

School-Selected Tenet Goal

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
4E, Instructional Technique that Deepen Engagement F, Targeted Strategies for Diverse Learners, G Using Assessment and Feedback in Instruction	Individualization, Monitoring student learning while teaching, Feedback and student reflection and revision	By June 2021, 75% of teachers will demonstrate use of differentiated math and ELA instruction to improve student understanding as measured by a walkthrough tool utilized by the principal and direct evidence from teacher lesson plans.	Due to the pandemic and the inability to perform classroom walkthroughs and asynchronous learning, it is estimated that 25% of teachers improved or incorporated Differentiated Strategies into their online assignments.

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?)
The staff struggles with cohesive tiered classroom instruction, they are in need of training and discussion to develop and implement Tiered Instruction in the classroom.	No
Training and discussion to develop teacher ability to gradually release control of the learning environment. Discuss important classroom management techniques to support the gradual release of instructional responsibility.	No

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
July, 2020	August, 2020	The principal will create a master schedule to include common planning time for teachers to collaborate with a Math AIS Specialist and building coach for 1:1 support. Microsoft Teams will be infused into the planning process to create Tiered Instruction opportunities.
August, 2020	September, 2020	The principal and SCEP team will begin to identify resources to support the renewed focus on tiered instruction to be shared with faculty at the

School-Selected Tenet Goal

		beginning of the school year. These resources can be accessed through Teams (online repository).
September, 2020	September, 2020	The principal will share the goal with faculty and staff during one of the first faculty meetings. Instructional Coach / AIS specialists will meet monthly with grade level teams to plan for tiered instruction to create learning opportunities for students in the classroom.
September, 2020	September, 2020	Common planning sessions will focus on classroom management techniques to allow students to take ownership of their learning, and provide gradual release of instructional opportunities from the teacher to the students.
September, 2020	October, 2020	Staff will share the goal with students using student friendly language via whole group discussion and small group goal setting conferences.
November, 2020	January, 2021	Resources will be shared with colleagues to invoke collaborative discussion around differentiated math instruction, monitoring student learning while teaching, and providing feedback and student reflection to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings. Online collaboration will also be available through Teams.
November, 2020	January, 2021	Principal, instructional coach, Reading and Math AIS Specialist will offer opportunities for teachers to work in professional learning circles centered on the development of differentiated instructional strategies for teachers.
November, 2020	January, 2021	During common planning time, teachers will create and share strategies for students to reflect and assess their own performance and progress so that students do not rely solely on the teacher's validation to determine their success.
November, 2020	January, 2021	Principal will continue to use Teams for teachers to identify, save, and share resources related to differentiate Math and ELA instruction while providing students with the opportunity to reflect and assess their own performance.
November, 2020	January, 2021	The instructional coach will utilize monthly 1:1 meetings to discuss/identify students self-monitoring tools. Students will use the tools to reflect on learning during phased in Tiered Instruction opportunities.

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
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School-Selected Tenet Goal

Walkthrough data	50% of teachers will regularly reference material, content, or strategies learned in the previous year to write and deliver Math and ELA lessons incorporating Differentiated Strategies.

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
iReady Math	Mid-Year Bench Mark Assessments were not administered in Grades 3-5. Baseline data will be need to be obtained in September 2020 for incoming Grade 4 and 5 students. 31 % of Second Grade students scored on grade level in Math.	35% of Second Grade Students will score on grade level. ***Target may have to be adjusted due to regression caused by school closures.
iReady Reading	Students were assessed Mid- Year using Houghton Mifflin Harcourt Reading Inventory. 46% of grade 3-5 students scored <u>on or above</u> grade level on the RI Winter 2020. 34% of grade 3-5 students scored <u>on grade level</u> on the RI Winter 2020.	40% of students will score on grade level utilizing new IReady Assessment. 50% of students will score on or above grade level utilizing new IReady Assessment. ***Target may have to be adjusted due to regression caused by school closures.

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
February, 2021	June, 2021	The principal will adjust master schedule as needed to include common planning time for teachers to collaborate with a Math AIS Specialist and building coach for 1:1 support. Microsoft Teams will be infused into the planning process to create Tiered Instruction opportunities.
February, 2021	June, 2021	The principal and SCEP team will give teachers opportunities to meet in small groups and 1:1 with the instructional coach to review resources to support the renewed focus on tiered instruction. Resources will also be utilized for teachers in need of classroom management techniques to

School-Selected Tenet Goal

		improve Tiered Learning opportunities. These resources can be accessed through Teams (online repository).
February, 2021	June, 2021	The principal will continue to share the goal with faculty and staff during follow up faculty meetings. Instructional Coach / AIS specialists will meet monthly with grade level teams to plan for tiered instruction to create learning opportunities for students in the classroom.
February, 2021	June, 2021	Common planning sessions will focus on classroom management techniques to allow students to take ownership of their learning, and provide gradual release of instructional opportunities from the teacher to the students.
February, 2021	June, 2021	The principal adjust the master schedule to create common planning time for teachers to collaborate about shared students with a Math AIS Specialist and building coach for 1:1 support. Microsoft Teams will be infused into the planning process to create Tiered Instruction opportunities.
February, 2021	June, 2021	The staff will share/celebrate successes centered on differentiated/tiered math and ELA instruction goal at the faculty meeting, which will take place at the end of the second trimester.
February, 2021	June, 2021	Staff will revisit the differentiated math instruction goal with students using student friendly language via whole group discussion and small group goal setting conferences to ensure continued success throughout the remainder of the school year.
February, 2021	June, 2021	Colleagues will continue to share resources related to differentiated math and ELA instructional strategies, student feedback and reflection improving student outcomes. This will continue to occur during PDP, common planning times, and faculty meetings.
February, 2021	June, 2021	The teachers will continue to collaborate with each other, academic coaches and Math AIS Specialist during a common planning time as indicated on the master schedule. Focus to shift to create classroom visitation for staff struggling with tiered instruction.
February, 2021	June, 2021	The teachers will continue to work in professional learning circles (PLC) centered on the development of differentiated math instructional strategies for teachers.
February, 2021	June, 2021	During common planning time, teachers will continue to create and share strategies for students to reflect and assess their own performance and progress so that students do not rely solely on the teacher's validation to determine their success.
February, 2021	June, 2021	Teachers will continue to utilize the online repository to identify, save, and share resources related to differentiated instruction which provides students with an opportunity to reflect and assess their own performance.
February, 2021	June, 2021	The SCEP team will continue to utilize several visual resources throughout the school year creating common expectations for students and staff.
May, 2021	June, 2021	The SCEP team and principal will evaluate the effectiveness of the goal and make recommendations for the following school year.

School-Selected Tenet Goal

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
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August
Pacing Calendars won't apply	Convene grade level teams to redesign curriculum maps so that both last year's missed content and this year's content can be covered.	September and October
Gaps between students could be amplified	Start baseline testing earlier this year. Ensure Master schedule allows for RTI and ENL supports.	September
Increase Teachers Digital Skills	Integrate digital tools in the curriculum to enhance and support teacher readiness.	August

School-Selected Tenet Goal

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 6 A, Systems for Communication, 6 B Systems for Engagement and Empowerment	Communication to Families and Communication with Families	By June, 2021, when asked this question, the parents indicating agreement with the statement will be 88% as measured by a Survey administered to Parents at the end of 2020-2021 School Year.	As per the Data Triangle Survey, administered at the end of the 2018-2019 school year by PLC, Associates, Inc., Question #T28 indicated that only 68.4% of parents strongly agreed or agreed with the following statement: "I receive notes/calls and/or other feedback from my children's (child) teachers."

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?)
Providing parents with more opportunities to build parental engagement to improve understanding of student expectations across grade levels.	No
There were no systematic established protocols for regular parent-teacher communication. Staff members were given the autonomy to choose their own system, which led to gaps in contact based on individual teacher.	
Lack of expectation for regular parent communication in regards to positive news/progress of students. Established communication protocols focused on concerns/lack of progress.	

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 and SCEP team will identify resources to support the building/classrooms with creating opportunities for parents to be engaged with their students learning
September, 2020	September, 2020	The principal will share the goal with faculty and staff during the opening faculty meeting.

School-Selected Tenet Goal

July, 2020	August 2020	The principal will create a master schedule to include common planning time for teachers to collaborate with the expectation that parent communication materials will be designed to improve parental engagement with all building functions and programs.
September, 2020	October, 2020	Parent “self-help” documents will be created and shared to allow for consistent access to online communication tools such as Classroom Dojo, Microsoft Teams, or free email access.
October, 2020	December, 2020	Opportunities will be provided via online/in-person to assist parents with understanding and utilizing self-help documents.
September, 2020	January, 2021	Parents are frustrated with communication due to the language barrier; staff will create hard copy as well as online tools in both languages to improve parent engagement.
October, 2020	December, 2020	Opportunities will be provided via online/in-person to assist parents on how to utilize the translation resources built into the online platforms the school is using.
September, 2020	January, 2021	Staff will share the goal with students using student friendly language via whole group discussion and small group goal setting conferences. Students will then share their knowledge with parents at home.
September, 2020	January, 2021	Resources will be shared with colleagues to invoke collaborative discussion around family communication to improve student outcomes. This will occur during PDP, common planning times, and faculty meetings.
November, 2020	January, 2021	During Professional Discussions, staff will share percentage of families reached weekly and monthly. Staff will be expected to log communication with families to share with the SCEP Team, administration and building coach.
September, 2020	January, 2021	During common planning time, all teachers will create and share strategies for all staff members to increase communication with parents.
September, 2020	January, 2021	Principal and SCEP team will work collaboratively with staff to identify and create materials which will increase parents' awareness of curriculum in the classroom, they will invite parents in Bi-Monthly to review student learning objectives.
September, 2020	January, 2021	Principal will create an online repository for teachers to identify, save, and share resources related to parent communication.
September, 2020	January, 2021	The SCEP team will identify several resources to be utilized in every classroom throughout the school year creating common expectations for staff to increase communication with parents in all disciplines.

School-Selected Tenet Goal

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
Data Triangle Survey, PLC, Associates, Inc. Mid-Year Survey – Microsoft Forms	<p>As per the Data Triangle Survey, PLC, Associates, Inc., Question #T28 indicated that only 68.4% of parents strongly agreed or agreed with the following statement: "I receive notes/calls and/or other feedback from my children's (child) teachers."</p> <p>Utilizing a school created 3 Question Short Survey: By January 2021, when asked the above question, the parents indicating agreement with the statement, "I receive notes/calls and/or other feedback from my children's (child) teachers." will increase to 78% when completing a short questionnaire during parent/teacher conferences in December. My child/children's Teachers share progress and positive notes about my child will be at 78%. My child/children's teacher makes sure I understand their feedback fully in the current home language will be at 78%.</p>

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? <i>(add additional rows as needed)</i>		
Start	End	Action

School-Selected Tenet Goal

February, 2021	June, 2021	The principal and SCEP team will continue to identify resources to support family engagement with school initiatives, to be shared with faculty throughout the year.
February, 2021	June, 2021	Parent “self-help” documents will be used during parent conferences to allow for consistent access to online communication tools such as Classroom Dojo, Microsoft Teams, or free email access. Parents will provide feedback on their use of the translation resources built into the online platforms the school is using.
February, 2021	June, 2021	Parents will provide feedback on new communication tools designed to improve communication brought on by a language barrier, staff will adapt tools via hard copy as well as online tools in both languages to improve parent engagement.
February, 2021	June, 2021	The staff will share/celebrate successes; evidence centered on parent communication goals during a faculty meeting.
February, 2021	June, 2021	The principal will provide parent roundtable opportunities to discuss our parent communication goals during PTA meetings.
February, 2021	June, 2021	Staff will share the goal with students using student friendly language via whole group discussions. Students will share discussions taking place at home about student focused initiatives in the classroom.
February, 2021	June, 2021	Resources will be shared with colleagues to invoke collaborative discussion around parent communication to improve outcomes. This will occur during PDP, common planning times, and faculty meetings.
February, 2021	June, 2021	The principal will adjust the master schedule to include common planning time for teachers having difficulty with maintaining appropriate communication to collaborate with peers who have documented success.
February, 2021	June, 2021	Principal and SCEP team will continue to work collaboratively with staff to identify and create materials which will increase parents' awareness of curriculum in the classroom.
February, 2021	June, 2021	During common planning time, teachers will continue to create and share strategies for all staff members to increase communication with parents.
February, 2021	June, 2021	Principal will continue to add to the online repository for teachers to identify, save, and share resources related to parent communication.
February, 2021	June 2021	The SCEP team will continue to identify resources to be utilized in every classroom throughout the school year creating common expectations for staff to increase parent communication in all multidisciplinary learning environments.
May, 2021	June, 2021	The SCEP team and principal will continue to evaluate the effectiveness of the goal and make recommendations for the following school year.

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
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School-Selected Tenet Goal

<p>Because of the pandemic, the lack of communication between parents and teachers was compounded due to lack of technology skills and/or no electronic devices, and language barriers.</p>	<p>The teachers will transition from asynchronous to synchronous learning through live video calls to assist parents in utilizing different learning platforms. Tutors will be utilized to educate and familiarize parents with technology platforms via live video calls. Surveys will be emailed/mailed to determine families that are in need of electronic devices.</p>	<p>September 2020</p>
<p>Parents lacked connecting to Dojo or email access thereby making it difficult to reach many of our technology-deprived families.</p>	<p>Teachers will organize sessions to educate parents on how to utilize communication platforms via Teams.</p>	<p>September 2020</p>

Survey Goal

Survey Goal -

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
A1. Survey Baseline Data	As per the data triangle survey, PLC Question #T30 indicated that 33.3% of parents strongly agreed or agreed with the following statement: "My child/children is required to self-monitor their progress and keep track of their own learning."	By June 2021, when asked this question the parents indicating agreement with the statement will increase to 55 % as measured by the Data Triangle Survey provided by PLC Associates, Inc.	Results are from 2019 Survey

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
The school's SCEP team recognizes a need for families to be informed with an explanation of the opportunities students are given to reflect and assess their own performance and progress. There currently is not a systemic tool in place, which allows students to monitor their own learning and progress.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
August, 2020	September, 2020	The principal and SCEP team will continue to identify resources to assist students with monitoring their own performance and progress; to be shared with faculty at the beginning of the school year.
July, 2020	August, 2020	The principal will create a master schedule to include common planning time for teachers to collaborate. Teams' platform is an additional source for teachers to confer about curriculum and student monitoring.
September, 2020	October, 2020	The principal will create opportunities for faculty and staff during initial common planning times, for faculty to share ideas and thoughts about student self-monitoring. Discussions will be recorded and reviewed at additional meetings, the goal will be to create a tool for students that can be shared with parents by both the student and classroom teachers.
November, 2020	January, 2021	Resources will be shared with colleagues to invoke collaborative discussions and support a successful implementation of self-monitoring as a useful technique for students to achieve better results

Survey Goal

		in learning targets. This will occur during PDP, common planning times, professional book talks and faculty meetings.
November, 2020	January, 2021	Principal will maintain an online repository for teachers to identify, save, and share resources related to students self-monitoring their progress and keeping track of their own learning.
September, 2020	September 2020	The principal will share the goal with parents during Back to School Night and post an overview on the TEAMS learning platform. Parents will be given a survey to gauge understanding/feedback about the importance of parents' awareness of student goal setting and monitoring.
November, 2020	January, 2021	During common planning time, teachers will create and share strategies, expectations, methods, and schedules related to supporting our goal.
October, 2020	January, 2021	Staff will share the goal with students using student friendly language; whole group, small group, and peer discussions. These goals will be posted on the TEAMS learning platform for parent to view.
October, 2020	November, 2020	Students will be taught how to monitor their progress towards their goals utilizing a teacher/building created tool. The tool will also give them the opportunity to identify when they have achieved the goal(s). Teachers will confer with students regarding their progress towards their goal(s).
November, 2020	January, 2021	Students will share and record (using the classroom tool) their understanding with parents and report back in small group format within their learning environment. The tool will be part of the student portfolio to be shared with parents.
November, 2020	January, 2021	Students will be given the opportunity to choose a new goal, choice will be from teacher / specialist feedback.
November, 2020	January, 2021	Parents will be given the opportunity to review self-monitoring portfolios to increase communication and student accountability.

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
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	As per the data triangle survey, PLC Question #T30 indicated that 33.3% of parents strongly agreed or agreed with the following statement: "My child/children is required to self-monitor their progress and keep track of their own learning." By January 2021, when asked the question, "My child/children is required to self-monitor their progress and keep track of their own learning.", the parents indicating agreement with the statement will increase to 43% when completing a short questionnaire during parent/teacher conferences in December.

Survey Goal

quantifiable data when applicable.	Prior to parent/teacher conferences, students will be asked to share one Math and one Reading Goal. 33% of students will be able to state their goal(s) and explain how they are working towards mastering the goal(s).

Survey Goal

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? <i>(add additional rows as needed)</i>		
Start	End	Action
February, 2021	June, 2021	The principal and SCEP team will review and adapt tools to assist students with monitoring their own performance and progress; to be shared with faculty at the beginning of the school year.
February, 2021	June, 2021	The principal will adjust the master schedule to include common planning time for teachers to collaborate. Teams' platform is an additional source for teachers to confer about curriculum and student monitoring.
February, 2021	June, 2021	The principal will create opportunities for faculty and staff during common planning times, for faculty to share ideas and thoughts about student self-monitoring. Discussions will be recorded and reviewed at additional meetings; the goal will be to revamp/revise a tool for students that can be shared with parents by both the student and classroom teachers.
February, 2021	June, 2021	Students will utilize revised tool to continue to monitor their progress towards their goal(s). Teachers will continue to confer with students regarding their progress towards their goal(s) and choice of new goals.
		Students will share goal achievement with peers in small group discussions; this will be recorded into their portfolio. Students need to know the importance of verbally sharing goal achievement.
February, 2021	June, 2021	Resources will be shared with colleagues to invoke collaborative discussions and support a successful implementation of self-monitoring as a useful technique for students to achieve better results in learning targets. This will occur during PDP, common planning times, professional book talks and faculty meetings.
February, 2021	June, 2021	Principal will maintain an online repository for teachers to identify, save, and share resources related to students self-monitoring their progress and keeping track of their own learning.
February, 2021	June, 2021	The principal will share the goal with parents during curriculum nights and post an overview on the TEAMS learning platform. Parents will be given a survey to gauge understanding/feedback about the importance of parents' awareness of student goal setting and monitoring.
February, 2021	June, 2021	The staff will share/celebrate successes, evidence centered around self-monitoring during a faculty meeting.
February, 2021	June, 2021	The principal will provide parent roundtable/TEAM meeting opportunities to discuss our self-monitoring techniques.
February, 2021	June, 2021	Teacher talk discussions with professional books around self-monitoring to improve student outcomes and accountability. This will occur during PDP, common planning times, and faculty meetings.
February, 2021	June, 2021	During common planning time, teachers will continue to create and share strategies for students to recognize, develop, and utilize self-monitoring techniques.

Survey Goal

February, 2021	June, 2021	The SCEP team will identify resources to be utilized in every classroom throughout the school year creating common expectations for students and staff in all multidisciplinary learning environments.
May 2021	June, 2021	The principal, SCEP team and staff will evaluate the efficacy of the goal and make recommendations for the following school year.

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 were not given/taught strategies to improve Self-Monitoring	Using choice boards and pre-assessments to assess students with self-monitoring during asynchronous learning.	September 2020
Lack of Parent Contact	Synchronous instruction, as well as Live Parent Conferences via Teams Platform	Ongoing

Submission Assurances

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

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. 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. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. 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).