



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Patchogue-Medford	Medford Elementary	Sharon Deland Ed.D.	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	1	1	3
ED	1	1	1	1	1	3
ELL	1	1	1	1	1	4
Hispanic	1	1	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
<i>Example: 3/6/20</i>	X	X			
5/18/20	X				
5/27/20		X			
6/3/2020			X	X	
6/10/2020				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
		5/18	5/27	6/3	6/10							
Sharon Deland Ed.D.	Principal	X	X	X	X							
Kelly Rambo	Teacher - TESOL	X		X	X							
Migdalia Marco	Teacher - Bilingual	X	X	X	X							
Rosemary Buttacavoli	Teacher - Bilingual	X	X	X	X							
Susan Miele	Librarian	X	X	X	X							
Morgan Trava	Teacher – TESOL	X	X	X	X							
Kristen Elliott	Teacher – ENL	X	X	X	X							
Danielle Ricciardi	Teacher	X	X	X	X							
Lauren Friel	Reading Teacher	X	X	X	X							
Dayna Russo	Psychologist	X	X	X	X							
Katie Sanchez Mason	Parent (PTA President)	X		X	X							
Jennifer Ferrara	Parent (SEPTA)	X	X	X	X							

Stakeholder Involvement Signature Page

Mrs. Castro Amaya	Parent (Dual)	x	x	x	x							
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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	Instructional Coaching & PLC (Data Teams) & Principal Leadership Development
SCEP Goal(s) this strategy will support	Addresses SCEP Tenet 1, 3, & 2

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

Evidence-based Intervention

	<input type="checkbox"/>	Rating: Promising
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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 (Spring 2019)
1 – Effective Systems and Organizations	1A –Ongoing evaluation and continuous improvement 1C- Supports for Subgroups 1F – Collaboration and Support	By June 2021, Medford Elementary School will have a system to identify structures for the collection, analysis, and monitoring of student data to provide supports for students in the bottom 25% based on the assessment results. By June 2021, 65% of students receiving the additional support will improve their nationally normed percentile score by at least 5 percentile points in the assessment after they begin receiving additional support.	57 % of students receiving additional support improved their nationally normed referenced assessment by at least 5 percentile points for the first half of the 19-20 school year.

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 third party assessment for literacy in 3-5 provides a lexile level and can be utilized to demonstrate growth, but it is not diagnostic. The district has a summative math assessment for grades 3-5, but it cannot demonstrate growth nor is it diagnostic.	i-Ready adoption will be for grades 3-5; however, a system of data review will be for K-5.
When teachers and buildings use data to drive their decisions and plans they are able to respond to students’ needs more effectively, construct teaching activities, and advance achievement quicker. Studies indicate that schools with data focused programs improve instruction.	
Currently, Medford Elementary School does not have a comprehensive system to measure student growth and proficiency in meeting NYS standards in literacy and mathematics. The building’s failure to set critical expectations around the use of data has led to surface-level data protocols that do not allow for in-	

Tenet 1 or Tenet 2 Goal

depth analysis in order to respond to the specific needs of students.	
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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
Aug. 20	Aug. 20	Purchase i-Ready Diagnostic licenses for all students in grades 3 & 5 (district is purchasing for grade 4). Purchase Math AIS licenses for Tier 2 interventions for students in grades 3-5.
Aug. 20	Sept. 20	Hire Math AIS Teacher
Aug. 10	Sept. 20	Teachers in grades 3-5, AIS Teachers, Instructional Coach and Administrator will receive i-Ready training
Sept. 20	Sept. 20	Purchase Touch Math for Grades K-2.
Sept. 20	Oct. 20	Teachers in grades K-2, Math AIS, Instructional Coach and Administrator will receive Touch Math training.
Sept. 20	Sept. 20	Principal will review SCEP, i-Ready, & AimswebPlus at PTA Meeting
Sept. 20	Sept. 20	Principal will present SCEP, i-Ready, & AimswebPlus at “Meet the Teacher Night” and/or a virtual information night
Sept. 20	Oct. 20	Classroom Teachers, AIS Teachers, Instructional Coach, and District Team will administer diagnostic assessments (i-Ready & aimswebPlus) to provide baseline data for literacy and mathematics
Oct. 20	Oct. 20	Administrator, Building liaison, and instructional coach will prepare data for analysis
Oct. 20	Oct. 20	Administrator, Instructional Coach with PLCs will participate in a deep dive of data for gap analysis
Oct. 20	Oct. 20	Administrator and Instructional coach will meet with Individual teachers to discuss class demographics and individual student needs to create instructional plan
Oct. 20	Oct. 20	Teachers will ‘meet’ with parents to share i-Ready and/or AimswebPlus Snapshots with parents to discuss the child’s baseline
Oct. 20	Dec. 20	Instructional Coach will meet with individual teachers to review instructional shifts in tier 1 and tier 2 practices during PDP, preps, after school PD, and collaborative periods
Oct. 20	Dec. 20	Instructional Coach will meet with individual teachers to assist with process of progress monitoring students
Nov. 20	Dec. 20	Administrator, Instructional Coach meet with individual teachers for second round of individual data meetings to review progress of student growth and instructional shifts
Dec. 20	Jan. 21	During a share fair, instructional coach will present data patterns indicated by i-Ready and aimswebPlus data and provide teachers with opportunities to share instructional shifts they have made to address patterns and students’ growth in response to those shifts

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
i-Ready Data from Sept. baseline to mid-year in January	By January 2021, Medford Elementary will implement and utilize the i-Ready assessment in grades 3-5 for both literacy and mathematics (alongside aimswebPlus K-2) to inform instructional decisions and as evidenced by student growth. 30% of the bottom 25% of the students receiving AIS will demonstrate growth on nationally normed assessments.
Agenda and Notes from Data Meetings	By January 2021, All classroom teachers at Medford Elementary will have engaged in at least two data meetings to analyze student data for gaps, needs, and student growth.

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
Jan. 21	Jan 21	Classroom teachers, AIS Teachers, Instructional Coach, District Team will administer i-Ready and aimswebPlus mid-year benchmark
Jan. 21	Feb. 21	Administrator, Instructional Coach, and Building Liaison will prepare i-Ready & aimswebPlus data for analysis and presentation
Jan. 21	Feb. 21	Administrator and Instructional Coach will meet with PLCs to review data
March 21	March 21	Classroom teachers will meet or provide parents the second snapshot regarding student growth
March 21	March 21	Administrator and Instructional Coach to meet with individual teachers for third round of data meetings to review student growth and instructional shifts
March 21	May 21	Instructional Coach will meet with teachers to assist with progress monitoring of identified students

Tenet 1 or Tenet 2 Goal

March 21	May 21	Instructional Coach will meet with teachers to assist with instructional shifts to tier 1 and tier 2 classroom instruction
April 21	April 21	During a share fair, teachers will present their data patterns and share instructional strategies implemented to address student needs as well as students' response to intervention.
May 21	May 21	Third benchmark of i-Ready and aimswebPlus
May 21	May 21	Administrator, Instructional Coach and Building Liaison will prepare data for analysis and presentation
May 21	May 21	Administrator and Instructional Coach will meet with PLCs to review data
May 21	June 21	Classroom teachers will provide parent with the third snapshot of student growth
May 21	June 21	Administrator and Instructional Coach will meet with teachers individually to review student growth and to identify those that may need continued support over the summer and into 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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Parent Outreach regarding student needs	Early conferences – virtual conferences	September

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 (Spring 2019)
Pillar 3 Effective Curriculum	3D Lesson Focus and Organization 3E –Activities and Materials 3F Evaluation, Adaptation and Flexibility	By June 2021, 50% of teachers, as measured by the building walkthrough tool, will implement a tier 2 instructional program that consistently supports students in their acquisition of literacy and math grade level standards based on assessment results.	Based on the 2019-2020 building walkthrough tool 25% of teachers were observed differentiating 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?)
The third party assessment for literacy in 3-5 provides a lexile level and can be utilized to demonstrate growth, but it is not diagnostic. The district has a summative math assessment for grades 3-5, but it cannot demonstrate growth nor is it diagnostic. The students who have taken the test have not demonstrated adequate growth. Gap analysis is challenging to accomplish when the assessments are far too difficult for the students as the resulting data is skewed.	This is specific to grades 3-5.
Teachers are unable to successfully support students who do not meet grade level performance standards without knowing the key areas in which tier 2 instruction must be provided. These key areas will be illuminated through the implementation of a diagnostic assessment followed by the teachers’ small group, research based, instructional practices.	This will be for all teachers 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
July 20	Jan. 21	Cohort of Teachers will receive ongoing PD in Strategic Inquiry – a custom-designed process to empower teacher teams to identify specific students who have been historically underperforming. These teams then diagnose and implement what is needed to improve performance for those

Tenet 3 or Tenet 4 Goal

		students and lead improvement of the school and district systems that have contributed to those students' challenges.
July 20	July 20	Cohort of teachers will be participating in Differentiated Instruction summer institute
Aug. 20	Aug. 20	Hire Math AIS Teacher
Aug. 20	Aug. 20	Purchase i-Ready Diagnostic licenses for all students in grades 3 & 5 (district is purchasing for grade 4). Purchase Math AIS licenses for Tier 2 interventions for students in grades 3-5.
Aug. 10	Sept. 20	Teachers in grades 3-5, AIS Teachers, Instructional Coach and Administrator will receive i-Ready training
Sept. 20	Oct. 20	Classroom Teachers, AIS Teachers, Instructional Coach will administer diagnostic assessments (i-Ready) to provide baseline data for literacy and mathematics
Sept. 20	Oct. 20	Strategic Inquiry facilitators will administer a baseline writing task in grades 3-5. This baseline will be utilized to determine which of the sentence structure levers students require for instruction.
Oct. 20	Oct. 20	Administrator, Instructional Coach and PLCs will participate in a deep dive of data for gap analysis
Oct. 20	Oct. 20	Administrator and Instructional coach will meet with Individual teachers to discuss class demographics and individual student needs. Together they will review i-Ready reports as a prescriptive approach for students' next steps for literacy and mathematics.
Oct. 20	Oct. 20	Classroom teachers will hold student goal setting conferences. These will allow students to understand and track their math and literacy goals.
Oct. 20	Oct. 20	Principal will share expectations and schedule for Strategic Inquiry Cohort
Oct. 20	Nov. 20	Cohort 1 of Strategic Inquiry will meet to become trained in the process alongside a strategic inquiry facilitator. Cohort will meet to review baseline writing and determine which levers students need for sentence writing and create necessary lessons that integrate content area (tier 2 vocabulary as well as reading comp).
Oct. 20	Dec. 20	Instructional Coach will meet with individual teachers to review instructional shifts in tier 1 and tier 2 practices during PDP, preps, after school PD, and collaborative periods
Oct. 20	Dec. 20	Instructional Coach will meet with individual teachers to assist with process of progress monitoring students
Dec. 20	Dec. 20	Strategic Inquiry Cohort 1 will assign a mid-year writing assessment
Dec. 20	Dec. 20	Cohort 1 will analyze the mid-year assessment and gauge for student progress and next steps
Dec. 20	Jan. 21	Cohort 1 will present their findings at a Share Fair

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.

Tenet 3 or Tenet 4 Goal

Data Source	January 2021 Target
Lesson Plans	By January 2021, 35% of teachers will implement tier 2 instructional program for literacy and mathematics as measured by the building walkthrough 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
HMH/i-Ready	According to the nationally normed data collected in January of 2020 43% of fifth grade students, 37% of fourth grade students, and 25% of third grade students read on or above grade level.	By January 2021, 48% of fifth grade students, 42% of fourth grade students, and 30% of third grade students will read on or above grade level according to nationally normed data to be collected.

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. 21	Jan 21	Classroom teachers, AIS Teachers, Instructional Coach, District Team will administer i-Ready mid-year benchmark
Jan. 21	Jan. 21	Principal will share expectations and schedule for Strategic Inquiry Cohort 2. Cohort 2 will administer a baseline writing sample.
Jan. 21	Feb. 21	Administrator and Instructional Coach will meet with PLCs to review data from i-Ready assessment
Jan. 21	May 21	Instructional Coach will meet with teachers to assist with instructional shifts to tier 1 and tier 2 classroom instruction
Jan. 21	May 21	Instructional Coach will meet with individual teachers to assist with process of progress monitoring students
Feb. 21	March 21	Cohort 2 of Strategic Inquiry will meet to become trained in the process alongside a strategic inquiry facilitator. They will analyze baseline writing and select levers to teach that will improve students' sentence writing that integrate content area as well as tier 2 vocabulary.
March 21	March 21	Cohort 2 will complete an inquiry cycle.
April 21	April 21	Cohort 1 facilitators will receive additional training regarding pedagogical and writing strategies from Strategic Inquiry. They will begin to receive training in the paragraph component of strategic inquiry. A second round

Tenet 3 or Tenet 4 Goal

		of baseline writing will be analyzed for additional levers to improve their students' writing.
April 21	April 21	Cohort 2 will present their finding. in a staff wide share fair.
May 21	May 21	Cohort 3 will complete an inquiry cycle beginning with a baseline writing sample, analysis based on the nine sentence features and the levers selected for student instruction.
May 21	May 21	All cohorts will analyze student work and discuss implications using a protocol.
June 21	June 21	Cohort 3 will present their share finding and next steps

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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Instruction will need to shift to address student needs due to the various instructional outcomes due to COVID	Vertical and horizontal planning time outside the school day to dive into data, research interventions and shift lessons according to need.	Year Long
Structures for purposeful, data-driven decision making	Strategic Inquiry Protocols	Year Long
Tier 2 Instructional Shifts	i-Ready Progress Monitoring	Year Long

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 (Spring 2019)
Pillar 2 Effective School Leadership	2C Promotes a Shared Vision for Learning and Achievement 2D Provides High-Quality Instructional Leadership 2F Cultivates Partnerships	By June 2021, the building principal will establish a system to ensure that 100% of classrooms will be visited at least six times by the end of June and that students' and teachers' responses to the survey questions that measure the visibility of the building principal exceeds 85%.	The PLC Triangle Survey data from students and staff indicates the need for increased leadership visibility in the classrooms and throughout the school as 51.5% of students agreed or strongly agreed to the statement, "My principal/Assistant Principal visits my class and 72.5% agreed or strongly agreed to the statement, "Our school leaders frequently visit our classrooms, conducting informal walkthroughs".

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 root cause of the students' and teachers' responses to the survey questions are difficult to project as the current building administrator assumed the role in December of 2019 and was not the building leader when the survey was completed. One can infer that the building leader was not an instructional leader and this is why students and teachers reported responded as such.	
Of the twenty-seven classroom teachers, 40% are non-tenured. Additionally, all educators benefit from continuous learning. Therefore, shaping a shared vision of academic success for all students is based on cultivating leadership in others.	All teachers
The primary responsibility of the building principal is to promote the learning and success of all students. School principals can accomplish this goal by focusing on learning, encouraging collaboration, and providing support with instruction.	All teachers
This can only occur if through principal leadership development.	

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>
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School-Selected Tenet Goal

Start	End	Action
July 20	July 20	Building administrator will attend Summer Institute for Differentiate Instruction and Strategic Inquiry
Aug. 20	Aug. 20	Building administrator will join SCEPA to collaborate with other elementary building administrators
Sept. 20	Sept. 20	Building administrator will share the Scep at a building wide Scep meeting
Sept. 20	Sept. 20	Building administrator will communicate to all teachers the expectation that they should communicate bi-monthly with each family regarding their child's progress.
Sept. 20	Jan. 21	The building administrator will communicate with the teachers and staff via a Friday Focus
Sept 20	Sept 20	Building administrator will create a system of walkthroughs to ensure that every teacher has an opportunity to be observed and receive feedback
Sept. 20	Sept. 20	Building administrator will meet with teachers and assist in the creation of a schedule for virtual parent-teacher meetings to build relationships and get to know the students' strengths and needs
Sept. 20	Jan. 21	Principal to participate in all teacher PDs alongside teachers.
Sept. 20	Oct. 20	Building administrator will set up after school PD opportunities for PLCs to review data, collaboration, and lesson planning for needed tier 2 shifts in instruction
Sept. 20	Oct. 20	First round of walkthroughs completed as well as feedback provided to every classroom and special area teacher (specifically looking for tier 2 practices).
Oct. 20	Oct. 20	<p>Building administrator will analyze data from informal walkthroughs to</p> <ul style="list-style-type: none"> • Determine the extent that teachers are implementing tier 2 instructional practices • Determine if there are specific classrooms that could be used for inter-visitations or modeled lessons • Determine the extent that teachers are implementing learning and language targets <p>The school wide data will be shared at a October staff meeting, the principal will meet with the instructional coach to determine if there are ways to provide support to teachers struggling to implement tier 2 instructional practices.</p>
Oct. 20	Nov. 20	Inter-classroom visitations coordinated via the Instructional Coach including the post-reflection discussion
Oct. 20	Nov. 20	Second round of walkthroughs completed as well as feedback provided to every classroom and special area teacher (specifically looking for tier 2 practices).
Nov. 20	Dec. 20	Building administrator will set up after school PD opportunities for PLCs to review data, allow for collaboration, and lesson planning for needed tier 2 shifts in instruction
Nov. 20	Jan. 20	Third round of walkthroughs completed as well as feedback provided to every classroom and special area teacher.
Dec. 20	Dec. 20	Parent teacher conferences

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
Walkthrough Data	100% of teachers will have had at least three walkthroughs and feedback cycles completed
Agendas and Notes	By January 2021 Building administrator will have communicated the walkthrough cycle, SCEP, and parent communication expectations with staff as well as having participated in all of their PDs.

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
Jan. 21	Feb. 21	Fourth round of walkthroughs complete as well as feedback provided to every classroom and special area teacher (specifically looking for tier 2 practices).
Jan. 21	June 21	The building administrator will continue to provide building staff with a Friday Focus
Jan. 21	Feb. 21	<p>Building administrator will analyze data from informal walkthroughs to</p> <ul style="list-style-type: none"> • Determine the extent that teachers are implementing tier 2 instructional practices • Determine if there are specific classrooms that could be used for inter-visitations or modeled lessons • Determine the extent that teachers are implementing learning and language targets <p>The school wide data will be shared at a February staff meeting. The principal will meet with the instructional coach to determine if there are ways to provide support to teachers struggling to implement tier 2 instructional practices.</p>
Feb. 21	June 21	The building administrator will continue to conduct regular informal walkthroughs to collect data and follow-up on next steps provided to

School-Selected Tenet Goal

		teachers based on previous walkthroughs. Teachers will receive actionable next steps for improvement.
Feb. 21	April 21	Fifth round of walkthroughs complete as well as feedback provided to every classroom and special area teacher (specifically looking for tier 2 practices).
April 21	June 21	Sixth round of walkthroughs completes as well as feedback provided to every classroom and special area teacher (specifically looking for tier 2 practices).
Feb. 21	June 21	The building administrator will continue to analyze walkthrough data on a monthly basis to identify strengths and teachers in need of additional support (specifically for tier 2 instruction).
Feb. 21	June 21	The building administrator, in conjunction with building coach and teacher input, will set up after school and Saturday PD Opportunities to enhance
Feb. 21	June 21	Building administrator will set up after school PD opportunities for PLCs to review data, collaboration, and lesson planning for needed tier 2 shifts in instruction

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
If School should start remotely the virtual walk through would focus on student response and engagement rather than on tier 2 instruction as it would be difficult to ascertain who would be taking benchmark assessments.		

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 (Spring 2019)
Pillar 6 Family and Community Engagement	6A Systems for Communication 6C Systems for Cultivating Relationships and Bridging Differences	By June 2021, 70% of families will agree or strongly agree to the statement “As a parent/family member, I feel connected to our school”.	Family engagement is recognized as a critical link in advancing students’ academic achievement and social emotional well-being. The PLC Triangle Survey Data from teachers and parents indicates the need to improve family partnerships as 55% of families agreed or strongly agreed to the statement, “As a parent/family member, I feel connected to our school”.

School-Selected Tenet Goal

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?)
Two reasons may exist for the limited family engagement. The first may be a combination of socioeconomic status which makes connection and engagement with school difficult as well as issues surrounding acculturation particular to some Latino cultures which holds parents responsible for moral education and schools for academic education. As Medford Elementary School's demographics consist of 60% Latino this may have influence.	
Another possible rationale for the reported disconnection from school may be related to limited two-way communication. Although the school hosts "Meet the Teacher Night" early in the school year, this is designed to deliver information to parents. Parent teacher conferences are set up at the end of the first trimester and again are designed to deliver information to parents – this time related to student academic and social-emotional performance.	
Another possible reason for limited engagement is that in an economy in which family members are working, technology is not often utilized to host meetings and conferences; this may offer more opportunities to invite parents into the schools and make them feel more welcomed.	

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
Sept. 20	Sept. 20	Login information and directions for accessing Parent Portal will be mailed, emailed, and backpacked to all families in an effort to ensure that all information in eSchool is accurate.
Sept. 20	Sept. 20	Through email and hard copy, families will receive a survey regarding their preference for communication with the school.
Sept. 20	Sept. 20	Building leader will communicate expectation that all teachers 'meet' with parents during the month of Sept. to ascertain students' strengths and needs especially important in the wake of COVID.
Sept. 20	Jan. 21	Grade levels to create seasonal newsletters to communicate student learning with families
Sept. 20	Sept. 20	Building Leadership Team will monitor responses and will share information with teachers regarding communication preferences of their students' families. They will also track responses to determine those families who have not responded.
Sept. 20	Sept. 20	Teachers will receive PD on effectively communicating with families. This will include guidance on two way conversations and those regarding student strengths as well as needs.
Sept. 20	Oct. 20	Virtual parent training on using the parent portal (one during day and one evening)

School-Selected Tenet Goal

Oct. 20	Oct. 20	Parents who have not responded to survey will receive a follow-up phone call or text message. If needed, a paper and pencil survey will be mailed home along with a return envelope.
Oct. 20	Oct. 20	Building Leadership Team will monitor responses to survey and will share information with teachers regarding communication preferences of their students' families.
Oct. 20	Oct. 20	School will host Bilingual Information Event to acculturate families to school and expectations
Oct. 20	Oct. 20	Building will host four parent workshops on understanding student data reports (two for aimswebPlus and two for i-Ready).
Oct. 20	Nov. 20	Building to host curriculum events to help support students at home.
Oct. 20	Jan. 21	Teachers to communicate with families at least two additional times regarding student growth. These communications should be two-way communication streams and should include both student strengths and needs. Teachers will provide guidance regarding activities families can do at home to support their child.

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
Mid-year family and teacher survey	65% of families will agree or strongly agree with the statement, , "As a parent/family member, I feel connected to our school".

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

School-Selected Tenet Goal

Jan. 21	Jan. 21	Families and teachers will be surveyed regarding their perceptions of home-school communication and connection. The survey will be delivered using each family's preferred method of communication.
Jan. 21	Jan. 21	Administrator and Building Leadership Team will analyze family and teacher survey data to determine if adjustments to the plan are needed.
Jan. 21	June 21	Teachers will continue to send home seasonal grade level newsletters
Jan. 21	June 21	Teachers will continue to communicate with families bimonthly regarding student growth. Teachers will provide guidance regarding activities families can do at home to support their child.
Feb. 21	Feb. 21	School will host Bilingual Information Event to acculturate families to school expectations
March 21	March 21	Building to host curriculum events to help support students at home.
April 21	April 21	School will host Bilingual Information Event to inform families about state assessments (NYSESLAT, ELA, Math)
May 21	May 21	Families and teachers will be surveyed regarding their perceptions regarding home-school communication and connection.

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
Parents may be frustrated with the type of communication during pandemic which focused on getting the students to complete the work remotely and students' basic needs.	Building two-way relationships to ascertain students' strengths and needs as it related to academics and SEL.	Sept.
Academic progress was not the priority during remote learning due to COVID closure.	The school will need to provide baseline assessment to determine students' strengths and needs. The diagnostic assessments will be communicated to families in October so that we can begin a gap analysis and address it.	Sept./Oct.

Survey Goal

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)
Teachers	"We have an effective RTI program, which provides targeted assistance to the students in need".	By June 2021, 85% of the teachers will agree or strongly agree to the statement, "We have an effective RTI program, which provides targeted assistance to the students in need."	The 2019 results indicated that 52.6% of the teachers agreed or strongly agreed to the statement "We have an effective RTI program, which provides targeted assistance to the students in need."

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Teachers reported feeling frustrated by the process. This could be because an effective RTI process requires diagnostic screening and effective use of data; a paradigm shift of trust and collaboration for the continuous improvement to core instruction; effective intervention systems that match student needs; and the selection of instructional actions that produce strong returns on student learning.
Teachers may need additional PD in how to serve as the classroom interventionist in order to fully embrace RTI.

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 20	July 20	Cohort to attend Summer Institute on Differentiated Instruction
Aug. 20	Aug. 20	Hire Math AIS Teacher
Aug. 20	Aug. 20	Purchase i-Ready Tier 2 licenses for Mathematics
Aug. 20	Aug. 20	Purchase Touch Math K-2 for Tier 2 Mathematics
Sept. 20	Sept. 20	PD on Differentiated Instruction PD will occur during PDP and outside of school day (Cohort will provide turn-key)
Sept. 20	Sept. 20	Teachers in 3-5 will receive PD in i-Ready
Sept. 20	Sept. 20	First Diagnostic Benchmark for all students in literacy and mathematics
Oct. 20	Oct. 20	Administrator and Instructional Coach will meet with PLCs to review student data and to plan instructional shifts and tier 2 instructional groups
Oct. 20	Oct. 20	K-2 Teachers to receive PD on Touch Math

Survey Goal

Oct. 20	Oct. 20	PD on Defining the Academic Problem
Oct. 20	Oct. 20	AIS Teachers will provide tier 3 instruction for small groups
Nov. 20	Nov. 20	PDs on Finding an Effective Intervention Strategy
Dec. 20	Dec. 20	PD on Differentiating for virtual learning and in hybrid classroom
Oct. 20	Dec. 20	Instructional Coach to meet with individual teachers to support instructional shifts to support tier 2 instruction
Oct. 20	Dec. 20	Instructional Coach to meet with individual teachers to support progress monitoring
Oct. 20	Dec. 20	Data Teams will meet weekly on Monday mornings to review student work and progress. These meetings will also act as support meetings.
Oct. 20	Dec. 20	Building Administrator will review student data on bi-weekly basis and support data team meetings
Oct. 20	Jan. 21	IST Meetings will take place as needed for students not making expected progress

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
Teacher Survey	By January 2021, 75% of the teachers will agree or strongly agree to the statement "We have an effective RTI program, which provides targeted assistance to the students in need."

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
Jan. 21	Jan. 21	Mid-year Benchmark Diagnostics for students K-5
Jan. 21	Jan. 21	Collecting and Interpreting Data to Monitor Progress and How to Chart Data (Rubrics, checklists...)
Feb. 21	March 21	PD on Student feedback and Reflection
Jan. 21	May 21	Instructional Coach will meet with teachers to assist with instructional shifts to tier 1 and tier 2 classroom instruction
March 21	June 21	PD on PBL as an approach to Differentiated Instruction
Feb. 21	May 21	Instructional Coach will meet with teachers to assist with progress monitoring of identified students
Jan. 21	May 21	Data Teams will meet weekly on Monday mornings to review student work and progress. These meetings will also act as support meetings
Jan. 21	May 21	Building Administrator will review student data on bi-weekly basis and support data team meetings
Jan. 21	May 21	IST Meetings will take place as needed for students not making expected progress
Jan. 21	June 21	CSE Meetings Scheduled as needed
May 21	May 21	Third round of Benchmark Diagnostics Completed
May 21	June 21	Principal meets with Teachers to review student growth and to plan for Summer Academy

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
To address current gaps due to COVID and continuity of instruction	Summer Academy (i-Ready Remote)	July 6 th – Aug. 14 th
SEL Needs Due to COVID	Summer Enrichment Activities (Zoom classes)	July 6 th – Aug. 14 th

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).