



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Patchogue-Medford	Tremont	Emily Wernau	K-5

Accountability Data

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	2	1	1	2	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				
5/19/20		X	X		
5/21/20			X	X	
<b>5/26/20</b>					X

## Stakeholder Participation

### TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
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		5/19		5/21		5/26			
Emily Wernau	Principal	X		X		X		X			
Elise Hobbes	Teacher	X		X		X		X			
June Gagnon	Teacher	X		X		X		X			
Maria Filosa	Teacher	X		X		X		X			
Christine Greico	Teacher	X		X		X		X			
Ozvaldo Juarez Fuentes	Teacher	X		X		X		X			
Danielle Faccioli	Teacher	X		X		X		X			
Alysson Russo	Parent	X		X		X		X			
Nantha Sivapokaran	Parent	X		X		X		X			
Alaina Caruso	Parent	X		X		X		X			

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

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

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

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

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	<b>Principal Leadership</b>
<b>SCEP Goal(s) this strategy will support</b>	1B, 1F, 3B, 4a

**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:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Clearinghouse used and corresponding rating</b>	
<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"/>	<b>Social Programs That Work</b>
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	<b>Blueprints for Healthy Youth Development</b>
	<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.

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

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
1	1b	By June 2021, 60% of grade 4&5 students (cohort) will be reading at or above grade level as evidenced by iReady data by providing differentiated instruction and leveraging iReady targeted data and curriculum.	<p>According to the Spring 2019 PLC Survey: 78% We have an effective RtI program which provides targeted assistance for students in need.</p> <p>According to the January 2020 HMH Reading Inventory, 55% of grade 3 &amp; 4 students were reading at or above grade level.</p>

Root Causes

What <b>theories or hypotheses</b> 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?)
Lack of a diagnostic assessment system to accurately depict students' strengths and weaknesses and to provide an additional data point.	3-5
Lack of a systematic and frequent approach to analyze student data and student work so that instructional and curricular changes can be made to impact students.	Throughout
Part time AIS person to assist with low performing groups	Throughout

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	A full time AIS teacher will be hired
August 20	September 20	Teachers in grades 2-5 will receive i-Ready training
September 20	September 20	Teachers will explain Aimsweb/i-Ready in Powerpoint Slides on Back to School Night
September 20	September 20	Principal will explain i-Ready at PTA meeting
September 20	October 20	AIS teacher, Building Liaison Instructional Coach and will administer the i-Ready baseline
September 20	October 20	AIS teacher will create data driven groups for remediation.
October 20	October 20	AIS teacher & Instructional Coach will prepare i-Ready & Aimsweb data for analysis and presentation



## Tenet 1 or Tenet 2 Goal

October 20	October 20	AIS teacher & Instructional Coach will present data to teachers during a Data Deep Dive PDP
November 20	November 20	The instructional Coach will host PDPs on RTI Tier 1 strategies
October 20	December 20	Teachers will use the i-Ready and Aimsweb data and analysis of student work to create instructional shifts and lessons as indicated by the data during PDP, Common Planning and Collaboration Time.
December 20	January 20	During a share fair teachers will present their data patterns as indicated by i-Ready explain the strategies they utilized in the classroom
December 20	December 20	Teachers will share i-Ready/ Aimsweb snapshot with parents at parent/teacher night.
December 20	January 20	During a share fair teachers will present their data patterns as indicated by i-Ready explain the strategies they utilized in the classroom and share student progress.
December 20	January 21	BLT team will create a mid-year teacher survey to gauge teacher sentiments on data collection and analysis.
December 20	January 21	BLT team will administer a mid-year teacher survey to gauge teacher sentiments on data collection and analysis.

### 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	According to the January 2020 HMH Reading Inventory, 55% of grade 3 & 4 students were reading at or above grade level. By January 2021, 58% of grade 4&5 students will read at or above grade level.

### 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
HMH/ i-Ready	55% of 4-5 <sup>th</sup> graders reading at or above grade level.	58% of 4-5 <sup>th</sup> graders reading at or above grade level.

Tenet 1 or Tenet 2 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? *(add additional rows as needed)*

Start	End	Action
January 21	January 21	AIS teacher, Building Liaison Instructional Coach and will administer the i-Ready mid-year benchmark
January 21	January 21	AIS teacher will create data driven groups for remediation.
January 21	February 21	AIS teacher & Instructional Coach will prepare i-Ready & Aimsweb data for analysis and presentation
February 21	February 21	Principal will share with parents at PTA trends and findings from i-Ready as long as an engaging/fun activity that can be done at home to assist with the skill gap
February 21	February 21	AIS teacher & Instructional Coach will present data to teachers during a Data Deep Dive PDP based on mid-year data
February 21	February 21	Teachers will share mid-year data with parents in bi-weekly progress folders
March 21	March 21	Parent Teacher conferences will be held with students that are considered at risk due to the data yielded through the mid-year benchmark
February 21	April 21	Teachers will use the i-Ready and Aimsweb data and analysis of student work to create instructional shifts and lessons as indicated by the data during PDP, Common Planning and Collaboration Time.
April 21	April 21	During a share fair, teachers will present their data patterns as indicated by i-Ready explain the strategies they utilized in the classroom
May 21	June 21	During a share fair, teachers will present their data patterns as indicated by i-Ready explain the strategies they utilized in the classroom and share student progress.
May 21	June 21	BLT team will create an end year teacher survey to gauge teacher sentiments on data collection and analysis.
December 20	January 21	BLT team will administer an end year teacher survey to gauge teacher sentiments on data collection and analysis.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
<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>
Remediation	Convene teacher meetings to look at skill deficits to target instruction	Sept - June
Remediation	Hire AIS teacher to provide small group, targeted remediation	August
Parent outreach regarding remediation	Conferences, Parent workshop on PTA night(s)	September & February

## 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
<b>3</b>	3b	By June 2021 75% of classrooms will demonstrate effective use of higher order questioning and discussion techniques as evidenced through a walkthrough tool.	January 2020 walkthrough tool data suggests less than 65% of classrooms used effective use of higher order questions and discussion techniques.

### Root Causes

What <b>theories or hypotheses</b> 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?)
Lack of clarity over what constitutes a higher order question and student centered discussion	Throughout
Lack of resources and training with questioning and discussion	Throughout
Evidence of behavioral concerns when moving toward a student centered discussion	Throughout

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 20	September 20	BLT and principal will review walkthrough tool
September 20	June 21	Principal will use walkthrough tool to gather data
September 20	June 21	BLT will create baseline teacher/student survey
September 20	June 21	BLT will administer baseline teacher/student survey
September 20	June 21	Teachers will post higher order thinking stems in classrooms
September 20	June 21	Permanent Substitute teacher will be hired to assist with coverage so that Instructional Coach can work with teachers
September 20	October 20	i-Ready diagnostic will be administered
October 20	Nov 20	Teachers will use i-Ready data to create differentiated instruction, differentiated questions and opportunities for discussion
Oct 20	Dec 20	Instructional Coach will offer PDP surrounding differentiated questioning and discussion strategies
September 20	June 21	Teachers will share focus on discussion through the Curriculum Connections newsletter
September 20	June 21	Students will engage in discussions through the use of Project Wisdom
	June 21	Teachers will post accountable talk in every classroom

### Tenet 3 or Tenet 4 Goal

September 20	October 20	Students will begin with scaffolded discussion strategies using accountable talk
October 20	October 20	Principal, Reading Specialist and Instructional Coach will offer refresher reciprocal reading PDP
October 20	May 21	Instructional Coach will offer ongoing PD on discussion and higher order thinking based on teacher feedback/ teacher survey
October 20	October 20	Principal will share walkthrough tool data with teachers
November 20	May 21	Teachers will participate in intervisitations to observe discussions and questioning
November 20	January 21	Generation Ready consultant will support discussion as a think partner
November 20	May 21	Teachers will begin using Word Gen in grades 3-5 and having 1 debate day a month dedicated to student-centered discussion
November 20	December 20	Primary teachers will hold a trial based on a story book
December 20	January 21	BLT will create mid year teacher/ student survey
December 20	January 21	BLT will administer mid-year teacher/student survey
January 21	January 21	BLT & principal will share survey results and walkthrough data

#### 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	By January 2021 70% of classrooms will demonstrate effective use of higher order questioning and discussion techniques as evidenced through a 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	55% of 4-5 <sup>th</sup> graders reading at or above grade level.	58% of 4-5 <sup>th</sup> graders reading at or above grade level.

#### Planning for January to June

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

Start	End	Action
January 21	June 21	Primary teachers will hold a trial based on a story book
January 21	June 21	Teachers will share discussion topics on curriculum connections newsletters

### Tenet 3 or Tenet 4 Goal

January 21	June 21	Generation Ready consultant will support discussion as a think partner
January 21	March 21	Instructional Coach will offer PD on Socratic circles
January 21	February 21	i-Ready mid year assessment will be administered
February 21	April 21	Instructional Coach will offer PDP based on continued support of differentiated questioning strategies and techniques informed by iReady data
February 21	June 21	Teachers will use i-Ready data to inform differentiated questions, discussions and lessons
January 21	March 21	The BLT team will create a library and student lead peer leader group
February 21	May 21	Teachers will conduct intervisitations to watch discussions
February 21	June 21	Students selected as peer leaders will conduct discussions and read alouds in primary grades with Project Wisdom
February 21	March 21	Principal will share walkthrough data at Winter Faculty Meeting
May 21	June 21	BLT will create mid year teacher/ student survey
May 21	June 21	BLT will administer mid-year teacher/student survey
May 21	June 21	BLT & principal will share survey results and walkthrough data

### 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>
Lack of conversation/discussion due to isolation	Discussion protocols such as reciprocal teaching, Socratic circle, 4 corners debate using Word Generations	Sept-June
Lack of peer conversation and interaction due to isolation	Scaffolded discussion activities like turn and talks/ accountable talk and fish bowls so other students can see how to create productive discussion	Sept-Nov
Lack of exposure to varied texts and content driven material	Use of Newsela to ground discussions and expose to differentiated texts while exposing to different content and domain language	Sept-June
Teacher need for PD and feedback regarding questioning and discussion	Hiring of full time permanent sub so that teachers can work 1:1 with instructional coach and the partnership with consultant Jane Yuille to assist with PD regarding discussion and blended learning	Sept-June

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
1	1F	By June 2021 60% of teachers will utilize the strategic inquiry process which promotes teachers to work together to analyze student work to address strategic skill gaps as evidenced by agendas, 3 share fairs where the teachers' findings are represented and a teacher survey.	<p>According to the mid-year 19-20 teacher survey, teachers felt that the two things they want more of a focus on was: collaboration and behavior management. 50% felt they wanted more professional development in effective uses of common planning and 66% asked for more collaboration time as the most coveted resource.</p> <p>According to observations and collection of teacher meeting agendas, less than 10% of teachers meet to discuss student data and then strategically plan to address skill gaps.</p>

Root Causes

What <b>theories or hypotheses</b> 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?)
PDP structure does not allow for in depth exploration of pedagogical techniques.	Throughout
Current planning and common planning procedures lack a productive protocol to address student needs and to make data driven decisions	Throughout

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	Principal will select the first cohort of strategic inquiry facilitators
August 20	August 20	Strategic Inquiry facilitators will be trained in Strategic Inquiry & writing strategies

### School-Selected Tenet Goal

September 20	September 20	Strategic Inquiry facilitators will administer a baseline writing task in grades 1-5
September 20	October 20	Principal will share expectations and schedule for cohort 1
September 20	October 20	Teachers will meet in vertical alignment teams to discuss incoming students and gaps in curriculum due to Covid-19
September 20	October 20	Instructional Coach will work with grade teams during common planning to help adjust curriculum
September 20	October 20	Cohort 1 of Strategic Inquiry will become trained in the strategic inquiry process alongside a strategic inquiry facilitator
October 20	November 20	Cohort 1 will meet to analyze the baseline data and draw out patterns
November 20	December 20	Strategic Inquiry facilitator will assist cohort 1 with strategies and techniques to address skill gaps
Dec 20	Dec 20	Cohort 1 will assign a mid-year writing assessment
Dec 20	Dec 20	Principal will select the participants for cohort 2 of teachers trained in inquiry
Dec 20	Dec 20	Principal will meet with cohort 2 and create a schedule for cycle 2
Dec 20	Dec 20	Cohort 2 will begin team building with their facilitators which will be assigned from Cohort 1
Dec 20	January 21	Cohort 1 will analyze the mid-year assessment and gauge for student progress and next steps
Dec 20	January 21	Cohort 1 will present their findings a staff 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.	
<b>Data Source</b>	<b>January 2021 Target</b>
Mid-Year Teacher Survey	By January 2021 30% of teachers will utilize the strategic inquiry process which promotes teachers to work together to analyze student work to address strategic skill gaps as evidenced by agendas, 1 share fair where the teachers' findings are represented and a teacher survey and measured through the collection and analysis of student work.
Collection of agendas and meeting observations	By January 2021 30% of teachers will utilize the strategic inquiry process which promotes teachers to work together to analyze student work to address strategic skill gaps as evidenced by agendas, 1 share fair where the teachers' findings are represented and a teacher survey and measured through the collection and analysis of student work.

#### 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. <b>(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)</b>
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

### School-Selected Tenet Goal

Data Source	January 2020 Performance	January 2021 Target

#### Planning for January to June

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

Start	End	Action
January 21	March 21	Cohort 2, under the guidance of Cohort 1 facilitators will complete an inquiry cycle
March 21	March 21	Principal will select and meet with Cohort 3 participants
March 21	March 21	Cohort 1 will administer second mid-year writing task which will then be analyzed alongside cohort 2
March 21	April 21	Cohort 2 will present their findings in a staff wide share fair
January 21	May 21	Cohort 1 facilitators will meet with Strategic Inquiry facilitator for continued leadership support
April 21	April 21	Cohort 1 facilitators will receive additional training regarding pedagogical and writing strategies from Strategic Inquiry
April 21	April 21	Cohort 3 will begin meeting with cohort 1 facilitators and willing cohort 2 members
April 21	June 21	Cohort 3 will complete an inquiry cycle using the 2 <sup>nd</sup> mid-year writing task
May 21	May 21	Cohort 1 will administer the end line-assessment
May 21	May 21	All cohorts will analyze the student work and discuss implications using a protocol
June 21	June 21	Cohort 3 will present their share fair findings and next steps for the 21-22 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
Curriculum & Instruction will need to shift to support students various needs	Ongoing meetings to shift lessons and instruction based on student work	All Year
Time for teachers to collaborate	Common Planning times during and after school	All Year
Structure for teachers to make purposeful, data driven decisions	Strategic Inquiry protocols and writing strategies	All Year



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
5	5a	By June 2021 85% of teachers will feel that the school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties by leveraging character education programs as evidenced by a teacher survey.	<p>According to the mid-year 19-20 teacher survey, teachers felt that the two things they want more of a focus on was: collaboration and behavior management. 29% of teachers wanted more professional development in behavior supports as per the January 2020 teacher survey.</p> <p>The Spring 2019 PLC data indicated that 77% of teachers felt that our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties. This was the lowest indicator.</p>

Root Causes

What <b>theories or hypotheses</b> 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?)
Character Ed program leveraged in Grade 2	K,1,3,4,5
Lack of accountable talk visible in classrooms and practiced with fidelity	All
Lack of clear expectations for behavior	All
Lack of clear system for supporting challenging students	All
Inequities survey reveals Tremont is understaffed for Social Workers/ Counselors	All

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	Primary Teachers receive training in Conscious Discipline
August 20	September 20	Instructional Coach and Character Ed. Chair utilize Project Wisdom to begin creating lessons to be taught during breakfast

### School-Selected Tenet Goal

September 20	June 21	Conscious Discipline Chair will provide PDPs on the Conscious Discipline tools as needed by primary teachers
September 20	December 20	Instructional Coach will hold after school book club on “Sharing the Blue Crayon”
September 20	September 20	Principal, Instructional Coach and character Ed. Chair will create Character Ed. Library
September 20	September 20	Principal will explain referral system for positive choices and infractions
September 20	September 20	Principal will hold assemblies for students regarding new Character Ed programs and behavioral expectations
September 20	September 20	Principal will share character ed focus with PTA
September 20	September 20	Accountable talk stems will be posted in all classrooms
September 20	November 20	Students will practice accountable talk stems in scaffolded discussion activities
September 20	June 20	Teachers will use character Ed library during read alouds
September 20	June 20	Instructional Coach will push in to model Project Wisdom lessons
October 20	June 20	Bucketfillers Character Ed. Club will begin to assist with expectations in the cafeteria
December 29	December 20	BLT will create spring student/teacher survey
December 20	December 20	BLT will administer teacher/student survey
December 20	January 21	BLT will share findings from spring end year survey with staff

#### 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
Teacher Survey	By January 2021 80% of teachers will feel that the school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties by leveraging character education programs .

#### 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

## School-Selected Tenet 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 21	January 21	Principal will hold assemblies regarding behavior for reinforcement and review some key concepts from Character Ed programs
January 21	January 21	Book club will share their take aways and findings from implementing "Sharing the Blue Crayon"
January 21	January 21	BLT Team, Instructional Coach and Principal will meet to reflect on progress made and next steps for character ed
January 21	February 21	Peer Leaders will be selected to support Character Ed programs
February 21	June 21	Peer Leaders will begin read alouds in different classrooms using Project Wisdom discussion prompts
March 21	March 21	Principal will share Mid-Year student survey with PTA
March 21	April 21	Conscious Discipline chair will share progress/reflection during PDP
March 21	May 21	Conscious Discipline chair will hold refresher PDP on strategies
April 21	May 21	BLT will create spring student/teacher survey
May 21	May 21	BLT will administer teacher/student survey
May 21	June 21	BLT will share findings from spring end year survey with staff

### 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
Behavioral regression from lack on in person instruction	Neuroscience based program like Conscious Discipline	Sept-June
Behavioral issues as a result of a time of stress and uncertainty	Character Ed: Project Wisdom	Sept-June
Clear behavioral expectations	Assemblies, peer leadership, communication with families	Sept-June
Difficulty with conversation and discussion	Accountable talk	Sept-June

## 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)
Parents	My child(ren) is required to self-monitor their progress and keep track of their own learning.	60% Agree	30% Agreed

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Lack of an understanding of what self-monitoring is
Lack of communication regarding self-monitoring
Lack of teacher implementation of self-monitoring

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 20	September 20	Principal will explain focus on self-monitoring and self-assessment with staff
September 20	September 20	BLT will create self-monitoring resource kit
September 20	June 21	Teachers will explain in monthly newsletter, on a monthly basis, how students are self-monitoring and self-assessing (Curriculum Connections Newsletter)
September 20	September 20	Principal will communicate self-monitoring focus with PTA
September 20	June 21	Teachers will include self-assessments and self-monitoring checklists in bi-weekly progress folders
September 20	September 20	Teachers will present focus at back to school night
October 20	December 20	Principal & Instructional coach will provide PDP on self-monitoring and self-assessment
October 20	December 20	Principal will conduct walk throughs to support self-monitoring
October 20	December 20	Principal will share walkthrough data with staff during PDP
December 20	December 20	BLT will create mid-year parent survey
December 20	December 20	BLT will administer mid-year survey at parent/teacher conferences
December 20	January 20	BLT will analyze the survey and present to staff for next steps

### 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.

## Survey Goal

Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Parent Mid-Year Survey	50% of parents will agree with the following question: My child(ren) is required to self-monitor their progress and keep track of their own learning

## 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 21	February 21	BLT will create updated resource packet for second half of the school year
January 21	February 21	Principal will share findings regarding self-monitoring and self-assessment with parents at winter PTA meeting
January 21	May 21	Peer Leaders will read books to younger classes on it being OK to make mistakes and the value in failure
January 21	May 21	Generation Ready think partner will work with teachers on refining self-monitoring
January 21	June 21	Teachers will participate in intervisitations focusing on self-monitoring and self-assessment
January 21	May 21	Teachers will turnkey Generation Ready strategies in PDP
January 21	May 21	Principal will conduct walk throughs
January 21	May 21	Principal will share walkthrough data with staff during PDP
February 21	February 21	Principal will share survey results with PTA
May 21	May 21	BLT will create end-year parent survey
May 21	June 21	BLT will administer mid-year survey at parent/teacher conferences
May 21	June 21	BLT will analyze the survey and present to staff for 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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Students providing authentic insight into their learning in light of traditional instruction being lost	Self-monitoring strategies being utilized in the classroom	Sept-June
Parents understanding how self-monitoring can support students' learning	PTA information session & bi-weekly progress folders	Sept-June
Students accepting that mistakes and failure is OK and part of learning as they may struggle with new concepts	Read Alouds regarding making mistakes lead by peers	Jan-June

## Submission Assurances

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

1. X  The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X  As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. X  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto: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).