



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Patchogue-Medford UFSD	Canaan Elementary School	Robert Epstein	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	2	1	1	2	1	2
ED	1		1	2	1	2
ELL	1	2	1	2	1	4
Hispanic	1	1	1	2	1	3

HS Indicators

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

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
June 8, 2020	X	X			
June 11, 2020	X	X	X	X	
June 17, 2020		X	X	X	
June 22, 2020		X	X	X	
June 23, 2020					X
July 24, 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
		6/8	6/11	6/17	6/22	6/23	7/24			
Annette Dupre	Parent	X	X	X	X	X	X			
Jessica Butler	Parent	X	X	X	X	X	X			
Gabby Heilman	Parent	X	X	X	X	X				
	Classroom Teachers									
Lori Stratton	Grade 1	X	X	X	X	X	X			
Jennifer Hempfling	Grade 5	X	X	X	X	X	X			
Karen Eten	Grade 3	X	X	X	X	X	X			
	Special area Teachers									
Amy Cain	Reading Teacher	X	X	X	X	X	X			
Laura Hanzich	ENL Teacher	X	X	X	X	X	X			

Stakeholder Involvement Signature Page

Jeanne Huggard	Library Media Specialist	X	X	X	X		X	X				
	Instructional Leaders											
Jeff Peterson	Instructional Coach	X	X	X	X		X	X				
Robert Epstein	Principal	X	X	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 - X

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
SCEP Goal(s) this strategy will support	1F

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

Evidence-based Intervention

	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

School-Identified

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

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

Tenet 1 or Tenet 2 Goal

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
1F Staff Collaboration and Support	Collaborative Opportunities	By June 2021, the instructional coach will have met with each classroom teacher at least four (4) times individually as well as eight (8) times as part of teacher’s teams in order to provide assistance with instructional initiatives such as differentiating math, providing opportunities for higher-level thinking and incorporating strategies for diverse learners with the goal that by June 2021, 85% of classroom teachers will agree with the statement, “My interaction with the instructional coach has allowed me to strengthen my instructional skills that support student learning.”	As this is a new survey question, no survey generated baseline data is available. During the 2019-2020 school year, the part-time instructional coach met with 65% of classroom teachers at least once.

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?)
A permanent instructional coach did not exist at Canaan Elementary School prior to the 2020-2021 school year.	All classroom teachers
Scheduling conflicts prevented opportunities for teachers to work with the part time instructional coach on a regular basis.	All classroom teachers
Due to lack of a full-time instructional coach, teachers were unable to form meaningful, collaborative relationships with coach and were hesitant to invite him into classrooms.	All classroom teachers

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
September 8, 2020	September 11, 2020	The Principal and SCEP Team will communicate goal and broad expectations to achieve the goal to all faculty members and families.
September 8, 2020	October 9, 2020	Principal and/or instructional coach will meet with grade level teacher teams to review student baseline data generated from I-ready and

Tenet 1 or Tenet 2 Goal

		AimswebPlus in order to utilize the analysis to assist in designing AIS reading/math groups.
September 8, 2020	October 9, 2020	During scheduled one-on-one coaching sessions, time will be allocated to analyze individual student performance data (AimswebPlus, I-Ready, F and P) to assist teachers in creating guided reading/math groups.
September 8, 2020	December 20, 2020	The instructional coach will model instructional strategies in authentic classroom settings. Teachers will sign up for these sessions using One-Drive schedule that was previously created.
September 8, 2020	December 20, 2020	During monthly Faculty meetings, teachers will be provided opportunities to collaborate with the instructional coach and a variety of teacher teams (I.e. grade-level, cross grade-levels, cross content areas) to review student performance data, and share instructional strategies related to the focus areas indicated on the SCEP.
September 14, 2020	September 16, 2020	Principal and instructional coach will create a schedule template, utilizing One-Drive to allow teachers to schedule collaboration sessions with instructional coach.
September 14, 2020	September 25, 2020	Instructional coach will meet with teachers individually in order to determine their familiarity and comfort level with the areas of focus contained in SCEP (differentiation of mathematics, higher level thinking, strategies to support diverse learners).
September 14, 2020	December 20, 2020	A permanent substitute teacher will provide coverage in order for a variety of collaborative opportunities to take place between grade-level colleagues, cross grade level teacher teams, dual language co-teachers, special education teachers and general education teachers, etc.
September 14, 2020	December 23, 2020	A designated permanent substitute teacher will be assigned daily to cover classes in order to allow classroom teachers opportunities to collaborate with instructional coach and observe modeling of lessons.
September 21, 2020	October 1, 2020	Principal and instructional coach will review summary notes of initial coaching sessions and collaboratively determine potential next steps related to each individual teacher's journey towards proficiency utilizing areas of focus contained in SCEP (differentiation of mathematics, higher level thinking, strategies to support diverse learners).
September 29, 2020	October 9, 2020	Instructional coach will meet with teachers individually to review potential next steps and provide them the opportunity to collaborate on creating concrete next steps related to the areas of focus on the SCEP.
October 1, 2020	November 20, 2020	A minimum of forty minutes a week will be provided so that special education and general education teachers whose classes contain students with disabilities engage in intentional, collaborative lesson planning to meet the needs of each individual student.
October 5, 2020	December 23, 2020	Principal will begin evaluation process starting with teachers who have met twice with instructional coach. Pre-observation conferences will target areas of focus and next steps that have been established related to the focus area indicated on the SCEP.

Tenet 1 or Tenet 2 Goal

October 7, 2020	December 23, 2020	Discussion of evidence generated related to teachers <i>next steps</i> and the areas of focus on SCEP will be conducted during post observation conferences.
October 13, 2020	December 20, 2020	Individual coaching sessions will take place to assess progress, review teacher evaluations (if teachers are comfortable sharing) and determine <i>next steps</i> .
November 8, 2020	December 20, 2020	The principal and/or instructional coach will meet with cross grade level teacher teams to analyze student performance data, to identify trends.

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
Coaching schedule, Minutes from coaching sessions, Lesson/Unit plans, Formal/informal classroom observations	Each classroom teacher will have met with instructional coach one-on-one at least two (2) times to focus on instructional strategies related to differentiation of math, higher-level thinking and meeting the needs of diverse learners. Each classroom teacher will have met with instructional coach at least four (4) times as part of a teacher team to focus on instructional strategies related to differentiation of math, higher-level thinking and meeting the needs of diverse learners.

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
I-ready/Reading Inventory AimswestPlus	<p>The January Reading Inventory benchmark data indicates that 38% of students scored in the proficient or advanced categories.</p> <p>The January 2020 AimswestPlus benchmark assessment data indicates that 64.3% of students fell into the low/moderate risk category.</p>	<p>The January 2021 I-Ready/Reading Inventory benchmarks will indicate that 53% of students will have scored in the proficient or advanced categories.</p> <p>The January 2021 AimswestPlus benchmark assessment data will indicate that 79% of students fall into the low/moderate risk category.</p>

Tenet 1 or Tenet 2 Goal

		Increased student performance will exist as a result of instructional enhancements due to teacher collaboration with instructional coach focused on differentiation of math, higher-level thinking, and strategies for diverse learners.
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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 4, 2021	January 8, 2021	Principal and instructional coach will review schedule created in One-Drive In order to determine which teachers have collaborated with instructional coach how many times.
January 4, 2021	February 3, 2021	Teachers who have made limited progress will be scheduled to attend workshops/conferences in order to receive additional professional development related to the areas of focus in the SCEP.
January 4, 2021	June 22, 2021	Permanent substitute teacher will continue to provide coverage for collaborative opportunities to take place between grade-level colleagues, vertical teacher team meetings, dual language co-teachers, special education teachers and general education teachers, etc.
January 4, 2021	June 23, 2021	Lesson plans and evaluation data will be analyzed to determine teacher growth in areas of focus indicated on the SCEP.
January 4, 2021	June 23, 2021	Teachers who have attended workshops/conferences related to areas identified in SCEP will turn-key train others during teacher team meetings/faculty meetings.
January 4, 2021	June 23, 2021	Principal and instructional coach will identify teachers who have excelled in the integration of differentiating math, higher-level thinking and strategies for diverse learners and provide opportunities for them to collaborate and share their expertise with their colleagues in addition to the instructional coach.
January 11, 2021	January 14, 2021	If any particular teachers have not met with instructional coach at least twice, principal will schedule sessions and inform teachers of when they will meet with instructional coach.
January 19, 2021	January 29, 2021	Principal will hold “check-in” meetings with teachers to review evidence generated from review of walk through tool data, teacher evaluations, lesson plans, coaching summary notes and review of principal’s anecdotal data, and have dialogue surrounding progress made towards initial identified next steps .
February 1, 2021	February 5, 2021	Instructional Coach will collaborate with individual teachers to review results of principal “check-in” meetings and determine action plan to

Tenet 1 or Tenet 2 Goal

		continue to move forward toward proficiency with focus areas indicated on SCEP.
February 1, 2021	February 5, 2021	January baseline data will be analyzed to determine if 53% of students have scored in the proficient or advanced categories after taking the I-ready/Reading Inventory January assessment.
February 1, 2021	February 5, 2021	January baseline data will be analyzed to determine if 79% of students fall into the low/moderate risk categories on the AimswebPlus assessment given in January.
February 1, 2021	June 18, 2021	Instructional coach will schedule opportunities to co-teach with and provide modeling for those teachers not making sufficient progress as evidenced by evaluation report, student performance data and principal walk through data.
February 1, 2021	June 23, 2021	Opportunities will be provided for teachers to visit colleagues' classes to observe those who have effectively implemented strategies for those teachers making limited progress related to their "action plan."
February 8, 2021	February 12, 2021	Analysis of baseline data will be conducted by grade and class and shared with teachers, to determine trends related to areas of student strength and deficit.
February 22, 2021	February 26, 2021	Teachers will be invited to share their first cycle evaluation reports with instructional coach in order to create a plan to address suggestions related to the focus areas of the SCEP.
February 22, 2021	February 26, 2021	Principal and/or instructional coach will collaborate with teachers to determine action plan to increase student performance and address trends/areas of deficit indicated on analysis of January benchmark data.
February 23, 2021	March 22, 2021	Principal and instructional coach will provide professional development during faculty meeting and professional development periods to provide strategies to focus on areas of deficit determined from baseline data.
March 1, 2021,	March 5, 2021	Principal and instructional coach will review summary notes of coaching sessions pertaining to individual teachers and determine potential action plan to promote teacher progress in target areas included in SCEP.
March 2, 2021	March 12, 2021	Instructional coach will collaborate with teachers to review potential action plan and formulate concrete next steps .
May 3, 2021	June 23, 2021	Those teachers who have been deemed to be making ineffective progress towards addressing areas identified in SCEP plan will be placed on a Teacher Improvement Plan as per the District's APPR plan.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
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Tenet 1 or Tenet 2 Goal

<p>Collaboration between Instructional coach and teachers.</p>	<p>In the event that school closure should occur, the instructional coach will continue to collaborate with teachers for the purpose of analyzing data, planning/modeling lessons, etc. (as listed above) This will be done remotely utilizing TEAMS and Zoom.</p>	<p>The date school closure should occur.</p>
	<p>Instructional coach will provide strategies/activities to reacclimate teachers and students to the traditional school setting.</p>	<p>The date school reopens.</p>

Tenet 3 or Tenet 4 Goal

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
4E	Questioning/Higher Level Thinking	By June 2021, 80% of the teachers will utilize questioning that promotes higher- level thinking as measured by lesson/unit plans, formal/informal classroom observations, and data generated through the use of the previously developed walk-through tool utilized during principal visits to classrooms.	As of January 41, data generated from the previously developed walk through tool indicates that 64% of classroom visits resulted in higher-level thinking being deemed “Partially evident” or “Evident.” More recent data was not available due to Covid-19

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?)
During the 2019-2020 school year, professional development designed to help teachers foster higher-level thinking within their lessons took place. Blooms Taxonomy and Webb’s Depth of Knowledge were introduced. Ongoing professional development, exploration, and time for application of strategies is necessary in order to ensure that teachers provide, and students are engaged with, questioning that promotes higher-level thinking daily.	All teachers

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
September 8, 2020	September 11, 2020	The principal and SCEP Team will communicate goal and broad expectations to achieve the goal to all faculty members and families.
September 8, 2020	September 15, 2020	Principal will ensure all teachers have access to materials related to BLOOMS taxonomy and Webb’s Depth of Knowledge (WDK).
September 8, 2020	October 23, 2020	During faculty meetings, grade level meetings, professional development periods and coaching sessions the Principal and/or instructional coach will demonstrate strategies for using Blooms Taxonomy and WDK in order to formulate questions designed to promote higher-level thinking.

Tenet 3 or Tenet 4 Goal

September 8, 2020	December 23, 2020	Teachers will work collaboratively with the instructional coach to incorporate and utilize higher-level thinking skills embedded in subject-area resources (e.g. Carolina Science).
September 8, 2020	December 23, 2020	Teachers will work collaboratively with grade-level colleagues to plan lessons that incorporate posing questions that promote higher-level thinking.
September 8, 2020	December 23, 2020	Dual-language teachers will collaborate extensively to plan lessons that incorporate questions that promote higher-level thinking in both English and Spanish.
September 14, 2020	December 23, 2020	Presence of questions designed to promote higher level thinking will be assessed during informal classroom visits using the previously created walk through tool.
September 14, 2020	December 23, 2020	Instructional coach will co-teach/model lessons that utilize posing questions that promote higher-level thinking in authentic classroom settings.
September 14, 2020	December 23, 2020	Principals, Teachers, and instructional coach will collaborate in order to analyze student work samples and assessment data to evaluate the effectiveness of questioning that promotes higher-level thinking within teachers' lesson plans.
September 21, 2020	September 30, 2020	Instructional coach will collaborate with individual teachers to determine their experience and comfort level with posing questions designed to promote higher level thinking. Summary notes will be taken.
September 21, 2020	December 23, 2020	Teachers will utilize I-Ready instructional component to engage students in activities that promote higher-level thinking.
September 29, 2020	October 2, 2020	Principal will communicate to teachers the expectation that prompts/questions based on Blooms Taxonomy and/or WDK designed to promote higher-level thinking are to be indicated on teacher's lesson plans.
September 29, 2020	October 15, 2020	Teachers will utilize data generated from I-Ready/Reading Inventory/F&P to gain baseline information on students' abilities to utilize higher level thinking.
September 29, 2020	December 23, 2020	Lesson plans will be reviewed by principal to analyze existence and quality of indicated questions that promote higher level thinking.
September 29, 2020	December 23, 2020	Teachers will analyze data generated from the I-Ready instructional component to assess individual students' current abilities to utilize higher level thinking.
October 1, 2020	October 2, 2020	Principal and instructional coach will review summary notes of coaching sessions to formulate potential teacher next steps related to formulating questions designed to promote higher level thinking.
October 1, 2020	December 23, 2020	Identification and utilization within lessons of questions designed using Blooms Taxonomy and/or WDK to promote higher level thinking will be discussed during pre-observation conferences and assessed during formal observations as per the Danielson Rubric.
October 5, 2020	October 16, 2020	Instructional coach will collaborate with individual teachers to formulate concrete next steps related to formulating questions designed to promote higher level thinking.

Tenet 3 or Tenet 4 Goal

October 5, 2020	December 23, 2020	Post-observation conferences will include discussion surrounding the effectiveness of the lesson's questions to promote higher order thinking, and next steps to further enhance questioning will be established.
October 5, 2020	December 23, 2020	Teachers will utilize Microsoft Forms or its equivalent to pose questions and generate data related to students' abilities to engage in higher-level thinking.
October 26, 2020	December 23, 2020	Teachers, principal, and instructional coach will hold data team meetings to evaluate data related to higher-level thinking gleaned from Microsoft Forms or its equivalent in order to make informed instructional decisions and next steps .
November 4, 2020	November 9, 2020	Review of data generated from the previously developed walkthrough tool will be reviewed to determine existence of teacher questioning to promote higher level thinking.
November 9, 2020	November 20, 2020	Instructional coach will collaborate with individual teachers to review progress towards, and revise as necessary, their initial next steps related to enhancing their' abilities to pose questions promote higher level thinking.

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
Lesson plans, classroom observations, anecdotal records, minutes from professional development meetings, student work samples/portfolios, previously developed walk through tool.	By January 2021, 72% of the teachers will integrate questioning designed to promote higher-level thinking into their instruction as measured by lesson/unit plans, formal/informal observations, and the previously developed walk-through tool utilized during principal visits to classrooms.

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.

Tenet 3 or Tenet 4 Goal

Data Source	January 2020 Performance	January 2021 Target
I-ready/Reading Inventory Benchmark Assessments	The January 2020 Reading Inventory benchmark assessment indicates that 38 % of students scored in the Proficient or Advanced categories.	The January 2021 Reading Inventory/I-Ready benchmark assessments will indicate that 53% of students scored in the Proficient or Advanced categories.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 4, 2021	June 18, 2021	During faculty meetings, grade level meetings and professional development periods, principal and instructional coach will continue professional development on methods that teachers can employ to formulate questions that promote higher level thinking using Blooms Taxonomy and WDK.
January 4, 2021	January 15, 2021	Principal and instructional coach will identify teachers who have proven to effectively integrate questions that promote higher level thinking and provide opportunities for them to model lessons and collaborate with colleagues.
January 4, 2021	June 11, 2021	Teachers who have been deemed to effectively utilize strategies to promote higher level thinking when posing and responding to questions will be asked to model lessons for and share strategies with colleagues.
January 4, 2021	June 18, 2021	Principal will share authentic examples he has observed of teachers effectively utilizing questioning to promote higher order thinking with faculty.
January 4, 2021	June 18, 2021	Principal and instructional coach will provide professional development on methods/strategies teachers can incorporate to promote higher level thinking when <u>responding to students' questions</u> during faculty meetings, grade level meetings and professional development periods.
January 4, 2021	June 18, 2021	Explicit opportunities that provide opportunities for students to ask questions within lessons will be discussed during pre-observation conferences.
January 4, 2021	June 18, 2021	Through principal's classroom visits and teacher evaluations it will be determined if evidence of strategies to promote higher level thinking exists as per the Danielson Rubric.
January 4, 2021	June 18, 2021	Post observation conferences will review evidence related to higher level thinking and individual teacher next steps will be developed.
January 4, 2021	June 18, 2021	Additional coaching sessions, professional literature, and opportunities to visit colleagues' classrooms will be provided to teachers who have not presented evidence of utilizing strategies to promote higher level thinking after reviewing walk through data.
January 4, 2021	June 18, 2021	Teachers will continue to work with instructional coach one-on-one and in teacher teams to plan lessons that provide opportunities for posing and

Tenet 3 or Tenet 4 Goal

		responding to questions that promote higher-level thinking and develop rubrics designed to measure students' ability with strategies presented.
January 4, 2021	June 18, 2021	Principal and instructional coach will provide examples of quality lesson plans wherein prompts/questions designed to promote higher-level thinking are indicated.
January 4, 2021	June 18, 2021	Principal and/or Instructional Coach will provide additional modeling for and collaborate with individual teachers who as a result of their evaluations has been deemed to require additional support formulating questions based on Blooms Taxonomy and/or WDK to promote higher level thinking.
January 4, 2021	June 18, 2021	Opportunities to attend Workshops and/or conferences focused on promoting higher level thinking will be offered to teachers who require additional support.
January 4, 2021	June 18, 2021	Teachers who require additional support, will be provided opportunities to observe lessons delivered by colleagues who effectively integrate questions designed to promote higher level thinking.
January 4, 2021	June 18, 2021	Principal and instructional coach will provide professional development on methods/strategies teachers can incorporate to promote higher-level thinking when responding to students' questions during faculty meetings, teacher team meetings and professional development periods.
January 4, 2021	June 23, 2021	Principal will update, provide and review new materials related to Bloom's taxonomy and Webb's Depth of Knowledge.
January 4, 2021	June 23, 2021	Teachers will analyze/evaluate student generated student performance data related to lessons/units that provide opportunities for higher-level thinking in order to make informed instructional decisions.
January 4, 2021	June 23, 2021	Teachers will continue to utilize Microsoft Forms, or its equivalent, as a tool to evaluate individual and group performance related to higher-level thinking skills.
January 4, 2021	June 23, 2021	Teachers will continue to utilize the I-Ready instructional component to engage students in higher-level thinking.
January 4, 2021	June 23, 2021	Teachers will continue to analyze I-Ready data in order to make informed instructional decisions.
January 11, 2021	January 22, 2021	Coaching summary notes, teacher evaluations and principal's anecdotal notes will be reviewed to determine teachers progress towards next steps that were established during first half of school year.
January 11, 2021	June 23, 2021	During visits to classrooms, in addition to determining if teachers are asking questions that promote higher level thinking, the existence of teacher's responses to students' questions that promote higher level thinking will be tracked utilizing the previously developed walkthrough tool.
January 19, 2021	January 25, 2021	Analysis of January I-Ready/Reading Inventory/F&P baseline data will occur to determine student proficiency levels with utilizing higher level thinking.
February 1, 2021	February 9, 2021	Instructional coaching sessions with individual teachers will be dedicated to developing next steps to provide strategies to address students who

Tenet 3 or Tenet 4 Goal

		have been deemed to not provide evidence of effectively being able to utilize higher level thinking.
February 1, 2021	June 23, 2021	Conferences/workshops on promoting higher level thinking will be provided for those teachers who require additional support as evidenced by classroom visits, teacher evaluations and/or interest.
February 8, 2021	February 12, 2021	Instructional coach will collaborate with individual classroom teachers to determine their experience and comfort level with promoting higher level thinking when responding to students' questions.
February 8, 2021	June 23, 2021	Teachers who have attended workshops will turn-key train faculty during teacher team meetings, planning periods and faculty meetings
February 22, 2021	February 26, 2021	Principal and Instructional coach will co-teach with classroom teachers to model responding to students' questions in a manner that promotes higher level thinking.
May 10, 2021	June 23, 2021	Those teachers who have been deemed to be making ineffective progress towards promoting higher level thinking through asking and responding to questions will be put on a Teacher Improvement Plan as per the District's APPR Plan

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>
Integrating questioning to promote higher-level thinking	All action steps listed above will be addressed remotely utilizing TEAMS, Zoom and One-drive.	From date of school closure

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
4F	Targeted Strategies for Diverse Learners	By June 2021, 80% of teachers will have integrated targeted reading, writing, listening, and speaking strategies for diverse learners into their instruction as evidenced by review of lesson/unit plans, formal and informal classroom observations, and the use of the previously developed walk through tool.	As this is a new initiative, formal data from previous years does not exist. Informal data based on teacher observations during principal's classroom walkthrough indicated that approximately 60 % targeted strategies to the extent indicated in DTTS framework.

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?)
As our student population has become more diverse, teachers have expressed a need for more targeted strategies/pedagogical approaches to improve student performance.	Grades K-5 - Special Ed and ELL students.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September 8, 2020	September 25, 2020	The principal and SCEP Team will communicate the goal and broad expectations to achieve the goal to all faculty members and families.
September 8, 2020	October 9, 2020	Principal and instructional coach will provide professional development during faculty meetings, grade level meetings and professional development periods, related to strategies for designing lessons that provide opportunities for students to make connections between their own knowledge and experiences and the new information being taught.
September 8, 2020	December 20, 2020	Principal will introduce the Sheltered Instruction Observation Protocol model (SIOP) as a resource for teachers to utilize in order to provide targeted strategies for diverse learners in the areas of reading, writing, listening, and speaking.
September 8, 2020	December 23, 2020	Teachers will continue to, as they presently do, integrate word walls, themed vocabulary lists, picture strategies and a variety of comprehension strategies into their reading, writing, listening and oral language instruction.

School-Selected Tenet Goal

September 8, 2020	December 23, 2020	Review of anecdotal data generated during principal's classroom visits will be conducted to determine existence of language objectives and strategies that promote students' abilities to utilize prior knowledge to make connections to new learning
September 8, 2020	December 23, 2020	Teachers will provide students with multiple opportunities and methods to respond orally and in writing through the use of platforms such as Flipgrid, Microsoft Forms, Nearpod and/or other instructional technology.
September 8, 2020	December 23, 2020	The classroom environment will reflect the linguistic and cultural diversity of our student population through the posting of multi-lingual signage/messages/labels/resources to be utilized as tools to aid with reading, writing, listening, and speaking.
September 8, 2020	December 23, 2020	Classrooms will provide visual supports to correspond with information that is posted in written form.
September 8, 2020	December 23, 2020	Teachers will provide students with multimodal materials and scaffolds for learning of content. (realia, authentic items, virtual field trips, etc.)
September 8, 2020	December 23, 2020	Teachers will provide correspondence home to families in both English and Spanish.
September 8, 2020	December 23, 2020 (SEPTA mtg. TBD)	The school will work closely with SEPTA (special education PTA) and attempt to hold a SEPTA meeting at Canaan if the SEPTA schedule permits.
September 8, 2020	December 23, 2020	Principal, instructional coach and teachers will meet as teams during professional development periods to analyze student performance data in order to make informed instructional decisions
September 8, 2020	December 23, 2020	Teachers will present read-alouds and provide literature that is multicultural and celebrates diversity.
September 8, 2020	December 23, 2020	The school will invite guest speakers from various cultural backgrounds as well as individuals who live with or have overcome challenges in order to celebrate diversity and provide inspiration.
September 21, 2020	September 30, 2020	Instructional coach will collaborate with individual teachers to determine their experience with and comfort level related to utilizing students' prior knowledge to make connections to new learning and formulating language objectives.
September 21, 2020	December 23, 2020	Instructional coach will collaborate with individual teachers related to utilizing language targets and promoting student's ability to utilize prior knowledge to make connections to new learning.
September 29, 2020	October 2, 2020	Principal will communicate to teachers the expectations that formal language objectives and opportunities for students to utilize prior knowledge to make connections to new learning is to be indicated on lesson plans

School-Selected Tenet Goal

September 29, 2020	December 23, 2020	Teacher lesson plans will be reviewed by principal for evidence of language objectives and opportunities for student's ability to utilize prior knowledge to make connections to new learning.
October 2020	October 2020	Bilingual Teachers/ENL teachers will provide one BIN Bilingual Information Night in the fall of 2020.
October 1, 2020	October 30, 2020	Demonstrations of the utilization of KWL charts and student surveys to connect students' prior knowledge to new learning will be provided during professional development periods.
October 1, 2020	December 23, 2020	Discussion during pre-observation conferences will take place in order to promote teachers' abilities to effectively use language targets and promoting student's ability to utilize prior knowledge to make connections to new learning.
October 1, 2020	December 23, 2020	Data generated from I-ready, F & P assessments, reading/writing portfolios, IEP progress reports, NYSESLAT, teacher created rubrics and AimswebPlus will be analyzed and utilized to form fluid instructional groups to be integrated into the classroom setting.
October 1, 2020	December 23, 2020	Students will utilize I-Ready instructional component to engage in leveled reading and writing lessons.
October 2, 2020	December 23, 2020	Post observation conference will include conversation pertaining to the effectiveness of the lessons use of language targets and strategies to promote student's ability to utilize prior knowledge to make connections to new learning.
October 2, 2020	December 23, 2020	Evidence of utilization of language targets and strategies that promote students' ability to utilize prior knowledge to make connections to new learning will be tracked anecdotally during principal's classroom visits.
October 5, 2020	October 6, 2020	Principal and instructional coach will review summary notes of coaching sessions to formulate potential teacher next steps related to writing of language objectives and promoting students' ability to utilize prior knowledge to make connections to new learning.
October 5, 2020	October 16, 2020	Instructional coach will collaborate with individual teachers to formulate concrete next steps related to utilizing student's prior knowledge to make connections to new learning and formulating language objectives
October 12, 2020	November 6, 2020	Principal and instructional coach will provide professional development on strategies for developing and writing language objectives (in addition to content objectives) during faculty meetings, grade level meetings and professional development periods.
November 2, 2020	December 23, 2020	Principal and/or instructional coach will model for and collaborate with teachers who require additional support utilizing language targets and strategies to promote students' ability to utilize prior knowledge to make connections to new learning.
November 9, 2020	December 4, 2020	Evidence of language targets and strategies to promote student's ability to utilize prior knowledge to make connections to new learning will be assessed during classroom observations in line with the Danielson's rubric.

School-Selected Tenet Goal

December 2, 2020	December 23, 2020	Opportunities to attend workshops/conferences related to formulating Language objectives and utilizing the SIOP model will be offered to those teachers who require additional support.
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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
Previously developed walk-through tool, lesson/unit plans, formal/informal classroom observations.	By January 2021, 60 % of teachers will have integrated targeted strategies for diverse learners into their instruction as evidenced by review of lesson/unit plans, formal/ informal classroom observations and use of the previously developed walk through tool.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. (This is required for Tenet 3 and Tenet 4 goals 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
AimswebPlus, I-Ready/Reading Inventory benchmark assessment data	<p>January 2020 AimswebPlus benchmark assessment data indicates that 64.3% of students fell into the low/moderate risk category.</p> <p>January 2020 Reading Inventory benchmark assessment data indicates that 38 % of students scored in the Proficient/Advanced Category.</p>	<p>January 2021 AimswebPlus benchmark assessment data will indicate that 79% of students fall into the low/moderate risk category.</p> <p>January 2021 Reading Inventory/I-Ready benchmark assessment data will indicate that 53 % of students scored in the Proficient/Advanced category.</p>

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 second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 4, 2021	January 8, 2021	Coaching summary notes, teacher evaluations and principal's anecdotal notes will be reviewed to determine teachers progress towards next steps that were established during the first half of the school year.
January 4, 2021	January 15, 2021	Instructional coaching sessions with individual teachers will be dedicated to revising and developing new next steps related to using language objectives and promoting student's ability to utilize prior knowledge to make connections to new material being taught.
January 4, 2021	June 18, 2021	Principal will continue to provide professional development on utilizing the Sheltered Instruction Observation Protocol (SIOP) in order to provide targeted strategies related to reading, writing, listening, and speaking.
January 4, 2021	June 18, 2021	Informal Classroom visits and teacher evaluations will be used to determine if evidence of students' ability to make connections between their own knowledge and new learning, KWL charts, student surveys and the use of language targets exists.
January 4, 2021	June 18, 2021	Discussion during post observation conferences will take place regarding the lesson's evidence of students' ability to make connections between their own knowledge and experiences and new learning and the use of language targets exists.
January 4, 2021	June 18, 2021	Review of teacher evaluations, for those teachers who are comfortable sharing with instructional coach, will take place during individual teacher coaching sessions to inform next steps related to providing opportunities for students to make connections between their own knowledge and experiences and the new information being taught and the use of language targets.
January 4, 2021	June 23, 2021	Teachers will continue to integrate word walls, themed vocabulary lists, picture strategies and a variety of comprehension strategies for reading, writing, listening, and speaking.
January 4, 2021	June 23, 2021	Students will continue to meet in fluid, leveled groups determined by review of I-ready data, F & P assessments and AimswebPlus data.
January 4, 2021	June 23, 2021	Teachers will continue to provide students with sentence frames in the areas of speaking as a strategy to support oral language.
January 4, 2021	June 23, 2021	Teachers will continue to provide students with sentence frames and/or sentence starters in the area of writing to support student writing.
January 4, 2021	June 23, 2021	Teachers will provide students with additional opportunities to respond to classwork orally and in writing through the use of platforms such as Flipgrid, Microsoft Forms, Nearpod or other teacher/student technology.

School-Selected Tenet Goal

January 4, 2021	June 23, 2021	The classroom environment will continue to reflect/celebrate cultural diversity. Bilingual classes will have labels, rules and assignments posted in English and Spanish.
January 4, 2021	June 23, 2021	Teachers will continue to provide visual supports to correspond with information that is posted in written form.
January 4, 2021	June 23, 2021	In bilingual classrooms, students will continue to be provided with structured language comprehension supports for all learners in this program.
January 4, 2021	June 23, 2021	Teachers will continue to provide correspondence home to parents in both English and Spanish for Bilingual families.
January 4, 2021	June 23, 2021	Teachers will continue to utilize the I-Ready instructional component to engage students in leveled Reading activities.
January 4, 2021	June 23, 2021	Teachers will provide graphic organizers to help students plan and organize ideas.
January 4, 2021	June 23, 2021	Principal, instructional coach and teachers will continue to meet as teams to analyze student performance data in order to make informed instructional decisions.
January 4, 2021	June 23, 2021	Teachers will continue to provide read-alouds and literature that is multicultural and celebrates diversity learners.
January 19, 2021	January 25, 2021	Analysis of January I-Ready /Reading Inventory/F&P baseline data will occur to determine areas of student deficit related to reading and writing.
January 25, 2021	February 5, 2021	Instructional coaching sessions and principal/teacher team meetings will take place to formulate targeted strategies that address areas of deficit indicated on the above benchmark data.
February 1, 2021	June 18, 2021	Instructional coach/dual language/bilingual teachers who have been deemed to effectively use targeted strategies for diverse learners will be invited to model/co-teach for teachers not making effective progress in the areas of providing opportunities for students to make connections between their own knowledge and experiences and the new information being taught, KWL charts, student surveys and the use of language targets.
March 1, 2021	May 25, 2021	Teachers deemed to not be making effective progress in the areas related to providing opportunities for students to make connections between their own knowledge and experiences and the new information being taught and the use of language targets will be provided additional training by the director of ESL world languages and/or the director of Special Education.
March 1, 2021	June 18, 2021	BOCES, or an equivalent provider of conferences/workshops will be attended by those teachers who require additional support towards effectively providing targeted strategies for diverse learners.

School-Selected Tenet Goal

March 2, 2021	June 18, 2021	Teachers who have attended workshops will turnkey train faculty during teacher team meetings, planning periods, and faculty meetings.
May 3, 2021	June 18, 2021	Those teachers who have been deemed to be making ineffective progress towards delivering targeted strategies for diverse learners will be placed on a teacher improvement plan (TIP) as per the districts APPR plan.
TBD	TBD	Bilingual Teachers/ENL teachers will provide one BIN Bilingual Information Night in the Spring of 2021.
TBD	TBD	Special Education Teachers will hold a SEPTA meeting at Canaan either in the Fall or Spring as lends itself to the SEPTA Meeting Schedule.
TBD	TBD	The school will continue to invite guest speakers from various cultural backgrounds as well individuals who live with or have overcome challenges in order to celebrate diversity and provide inspiration.

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
Integrating targeted strategies for diverse learners	If school closure were to take place, the above listed action steps would be realized remotely through the use of TEAMS and Zoom.	From date of school closure.

School-Selected Tenet Goal

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
4E	Individualization	By June 2021, 80% of teachers will be using differentiation during mathematics lessons as measured by the previously developed walkthrough tool, review of lesson/unit plans and student portfolios as well as formal and informal classroom observations.	As of January 2020, data generated from the previously created walk through tool indicates that 66% of classroom visits resulted in differentiation of math instruction being deemed “Partially evident” or “Evident.” More recent data was not available due to Covid-19.

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?)
Professional development specifically geared towards differentiating math instruction to meet the needs of all students has infrequently been provided. Teachers have indicated the need for an increased focus in this area.	Grades K-5 Mathematics

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
September 2, 2020	December 23, 2020	Principal, Instructional coach and teachers will collaborate to review data in an ongoing fashion to determine those students who would benefit from working with the math AIS teacher.
September 8, 2020	September 11, 2020	The Principal and SCEP team will communicate the goal and broad expectations to achieve the goal to all teachers and families.
September 8, 2020	October 23, 2020	The principal and instructional coach will provide professional development during faculty meetings, grade level meetings and professional development periods to discuss strategies for utilizing math manipulatives, incorporating math centers, and utilizing tiered assignments in order to differentiate mathematics.
September 8, 2020	December 23, 2020	Teachers will collaborate with instructional coach and AIS Math teacher to develop methods to monitor student’s pace of learning.

School-Selected Tenet Goal

September 8, 2020	December 23, 2020	Teachers will be provided opportunities to share effective lessons and share strategies and resources at grade level meetings.
September 8, 2020	December 23, 2020	Principal, Teachers, and instructional coach will explore software resources to support differentiation in mathematics.
September 8, 2020	December 23, 2020	Instructional coach will provide professional development related to creating Microsoft Forms (or its equivalent) to generate student self-assessment data that can be used when planning differentiated math lessons.
September 9, 2020	December 23, 2020	Teachers will utilize the “My Math” tools for differentiation in grades K-5.
September 14, 2020	December 23, 2020	Teachers will create and utilize pre-assessments to generate data to aide in planning for differentiated instruction of mathematics.
September 14, 2020	December 23, 2020	Teachers and instructional coach will analyze “My Math” pre-assessment data to assist in making informed instructional decisions related to differentiating mathematics.
September 14, 2020	December 23, 2020	Instructional Coach will model the use of manipulatives, math centers and tiered assignments in authentic classroom settings.
September 21, 2020	September 30, 2020	Instructional coach will meet with individual teachers to determine their experience with comfort level related to utilizing math manipulatives, incorporating math centers, and utilizing tiered assignments.
September 21, 2020	September 30, 2020	Instructional coach will collaborate with individual teachers to formulate concrete next steps and to formulate concrete next steps related utilizing math manipulatives, integrating math centers, and providing tiered assignments.
September 21, 2020	October 1, 2020	Baseline data generated from I-Ready/AimswebPlus will be analyzed to determine individual student strengths and areas of concern related to mathematics in order for teachers to provide differentiated math lessons that take into account students’ zones of proximal development.
September 21, 2020	October 1, 2020	Principal and instructional coach will review coaching summary notes to determine potential next steps related to individual teachers’ growth in the areas of utilizing math manipulatives, math centers and tiered assignments.
September 21, 2020	December 23, 2020	Mathematics Fluency Labs will be provided for students to reinforce/support their knowledge of basic facts.
September 21, 2020	December 23, 2020	AIS math teacher will provide lessons that utilize math manipulatives, math centers and tiered assignments to reinforce classroom learning
October 1, 2020	December 23, 2020	Evidence of utilizing math manipulatives, math centers and tiered assignments will be tracked during principal’s classroom visits using the previously developed walk through tool and analyzed to guide further next steps .
October 1, 2020	December 23, 2020	Teachers will utilize “I-ready ”instructional component to generate data to inform differentiation of math lessons.
October 5, 2020	October 14, 2020	Instructional coach will work with individual teachers to help design meaningful opportunities for students to engage with math manipulatives, math centers and tiered assignments.

School-Selected Tenet Goal

October 5, 2020	December 23, 2020	Discussion during pre-observation conferences will include addressing the incorporation of math manipulatives, math centers and tiered assignments.
October 7, 2020	December 23, 2020	Post-observation conferences will include discussion surrounding the effectiveness of the lesson's integration of math manipulatives, math centers and tiered assignments.

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
Walk through tool, Lesson/unit plans, formal/informal classroom observation, data binders/student portfolios	By January 2021, 72% of teachers will be differentiating math lessons as measured by the previously developed walkthrough tool, lesson/unit plans, student portfolios and formal/informal classroom observations.

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
I-Ready math benchmark assessment data	56.5% of students scored on or above grade level on the January AimswebPlus math benchmark. I-Ready assessment was not given as it a new program for the 2020-2021 school year	70% of students will be deemed to be on or above grade level as a result of the September, I-Ready math benchmarks.

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
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School-Selected Tenet Goal

January 4, 2021	February 8, 2021	Opportunities for teachers to share successful math centers/tiered assignments with colleagues will be provided during faculty meetings/professional development periods.
January 4, 2021	June 18, 2021	Review of teacher evaluations, for those teachers who are comfortable sharing with instructional coach, will take place during individual coaching sessions to aide in formulating <i>next steps</i> related to the differentiation strategies listed above.
January 4, 2021	June 18, 2021	Teachers deemed not to be making effective progress towards utilizing math manipulatives, math centers, and tiered assignments will be provided additional training with the director of mathematics.
January 4, 2021	June 18, 2021	Principal and/or instructional coach will provide additional modeling for and collaborate with individual teachers who require additional support effectively incorporating math manipulatives, math centers and tiered assignments
January 4, 2021	June 18, 2021	Opportunities to attend workshops/conferences focused on differentiation of mathematics will be offered to teachers who require additional support.
January 4, 2021	June 23, 2021	The principal and SCEP team will continue to reinforce goal and broad expectations to achieve the goal to all teachers who teach math.
January 4, 2021	June 23, 2021	Evidence of the existence of math centers, math manipulatives and tiered assignments will be tracked during principal classroom visits utilized using the previously developed walk through tool.
January 4, 2021	June 23, 2021	Instructional coach and those teachers who have been deemed to effectively utilize math manipulatives, math centers, and tiered assignments will be invited to model/co-teach for teachers not making effective progress in these areas.
January 4, 2021	June 23, 2021	Evidence of the use of math manipulatives, math centers, tiered assignments will be assessed during teacher evaluations and discussed during post observation conferences.
January 4, 2021	June 23, 2021	Principal will review lesson plans for evidence of the use of math manipulatives, math centers, and tiered instruction
January 4, 2021	June 23, 2021	Teachers will continue to utilize "I-Ready" instructional component to generate and analyze data to inform differentiation of math lessons.
January 4, 2021	June 23, 2021	Teachers will continue to utilize "My Math "assessment data to inform decisions related to differentiation of mathematics.
January 4, 2021	June 23, 2021	Teachers will continue to utilize the "My Math" tools for differentiation in grades K-5.
January 4, 2021	June 23, 2021	Teachers will prepare and share resources and successful strategies that pertain to math manipulatives, math centers and tiered assignments at grade level meetings.
January 4, 2021	June 23, 2021	Teachers will create and utilize pre-assessments to generate data to aide in planning for differentiated instruction of mathematics.
January 4, 2021	June 23, 2021	Mathematics Fluency Labs will continue to be provided for students.

School-Selected Tenet Goal

January 4, 2021	June 23, 2021	Teachers will continue to explore software resources to support differentiation in mathematics and share with colleagues at grade level meetings.
January 4, 2021	June 23, 2021	Instructional coach will continue to provide professional development related to creating Microsoft Forms or its equivalent for student self-assessment.
January 4, 2021	June 23, 2021	AIS teacher will continue to work with K-2 students on number sense and fact fluency.
January 4, 2021	June 23, 2021	AIS teacher will continue to work with 3-5 students on multi-step math problems and understanding math language in word problems.
January 4, 2021	June 23, 2021	Principal, instructional coach and teachers will continue to collaborate to review data in an ongoing fashion to determine those students who would benefit from working with the math AIS teacher.
January 19, 2021	January 25, 2021	Analysis of January I-Ready/AimswestPlus data will occur to determine the percentage of students who are demonstrating proficiency as well as areas of students' strength and areas of concern.
January 25, 2021	January 29, 2021	Instructional coaching sessions and principal/teacher team meetings will take place to formulate targeted strategies that address areas of deficit indicated on the above-mentioned benchmark data.
February 1, 2021	June 23, 2021	Instructional coach/Math AIS teacher/teachers who have been deemed to effectively math manipulatives, math centers, and tiered assignments will be invited to model/co-teach for teachers not making effective progress in those areas listed above.
February 1, 2021	June 23, 2021	BOCES, or an equivalent provider of conferences/workshops will be attended by those teachers who require additional support towards effectively utilizing math manipulatives, math centers, and tiered assignments.
February 1, 2021	June 23, 2021	Teachers who have attended workshops will turnkey train faculty during teacher team meetings, planning periods and faculty meetings.
February 22, 2021	March 26, 2021	Coaching summary notes, teacher evaluations and principal's anecdotal notes will be reviewed to determine teachers progress towards next steps that were established during the first half of the school year.
April 5, 2021	May 3, 2021	Pre-observation conferences will continue to explore opportunities to utilize math manipulatives, math centers, and tiered assignments.
May 3, 2021	June 23, 2021	Those teachers who have been deemed to be making ineffective progress in the use of math manipulatives, math centers, and tiered assignments will be placed on a teacher improvement plan (TIP) as per the districts APPR plan.

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

School-Selected Tenet Goal

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
Differentiating Math instruction	If school closure were to occur, differentiation of math instruction, professional development, AIS math, Fluency lab and teacher team meetings will occur virtually through the use of TEAMS and Zoom.	From the date of school closure

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Students (Student Voice)	Student voice survey question (Data Triangle Survey-PLC Associates L.1 “My Principal visits my class.”)	By June 2021, 90% of students will agree or strongly agree with the statement, “My principal visits my classroom” as evidenced by the results of a collaboratively developed survey that will be administered.	On the survey given to grades 4 and 5 in 2019, 63.5 % of students agreed or strongly agreed with the statement, “My principal visits my class regularly.” 2020 survey data does not exist.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
During the 2018-2019 school year, the principal conducted informal visits each day shortly after the students arrived at school. A formal schedule of which classes would be visited each day did not exist, nor did a tracking system indicating the frequency of visits to each class. Although the goal was to visit all classes, visits began in the primary grades and often did not progress to grades 4 and 5 (the survey group polled) due to the principal's presence being needed elsewhere.

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
September 2, 2020	September 8, 2020	The Principal and SCEP team will communicate the goal and broad expectations to achieve the goal to all teachers, students, and families.
September 2, 2020	September 11, 2020	Principal will create a formal schedule that will allow for several daily classroom visits that span all grade levels.
September 9, 2020	September 11, 2020	Principal will inform students of making a priority of increasing classroom visits.
September 9, 2020	December 23, 2020	Principal will attend special classroom events to celebrate student efforts and monitor learning.
September 14, 2020	September 16, 2020	Principal, school social worker and school psychologist will collaboratively create a “Contact Person During Class Visits” schedule that indicates who, (while the principal conducts classroom visits) will be the contact person to address situations that arise that do not necessarily require the principal’s immediate attention.

Survey Goal

September 21, 2020	September 23, 2020	Principal will share and explain "Contact Person During Class Visits" schedule with staff.
September 21, 2020	December 23, 2020	Principal will utilize previously developed walk through tool to track frequency of classroom visits.
September 29, 2020	December 23, 2020	Principal will track amount of times he was pulled from classroom visits due to situations that required his immediate attention and what the specific situations were.
December 14, 2020	December 16, 2020	Data generated from the previously developed walkthrough tool will be analyzed to determine if the frequency of visits has been equitable amongst all grades.

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
Mid-year student survey will be administered in December 2020	By January 2021, the number of students who agree or strongly agree with the statement, "My principal visits my class", will increase to 80% as measured by a School Survey.

Planning for January to June

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

Start	End	Action
January 4, 2021	January 8, 2021	Students in grades 4 and 5 will indicate their perspective related to the question, "My principal visits my classroom regularly" by taking a survey.
January 4, 2021	January 8, 2021	Principal will review data related to the frequency he was pulled from classroom visits in order to address situations that required his immediate attention. If the frequency is more than 10%, the principal will collaborate with the school social worker and school psychologist to determine if/how the situations occurring that required the principal's immediate attention could have been addressed without interrupting the classroom visits. If needed, an alternate plan will be implemented.
January 4, 2021	June 23, 2021	Principal will continue to utilize the previously developed walk-through tool to track classroom visits.
January 4, 2021	June 23, 2021	Principal will continue to attend special classroom events to celebrate student efforts and monitor learning.
January 11, 2021	January 13, 2021	Students' responses to survey will be analyzed to determine their perspectives related to the question "My principal visits my classroom regularly."

Survey Goal

January 13, 2021	January 15, 2021	If less than 80% of respondents indicate that they agree or strongly agree, principal will adjust the schedule by reducing the duration of each classroom visit in order to create additional slots to visit more classes. (more classes visited, less time in each class)
January 13, 2021	June 23, 2021	If 80% of respondents indicate that they agree or strongly agree with the statement, "My principal visits my classroom regularly", the principal will continue to utilize schedule and tracking tool that was created in September
June 1, 2021	June 11, 2021	Student population will be surveyed to determine if they agree with the statement, "My principal visits my classroom regularly."

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
Principal Visibility	If school closure were to occur, the principal would continue to "visit classrooms" virtually by posting on class TEAM pages and participating in virtual activities when applicable	From date of school Closure

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).