

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Pinnacle School #35

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Brenda Torres-Santana	Title	Principal
Phone	585-271-4583	Email	<a href="mailto:brenda.torres-">brenda.torres-</a>
Website for Published Plan			

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

### SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

**If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.**

**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.**

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Name	Title	Signature	Date
Brenda Torres-Santana	Principal	Brenda Torres-Santana	5/15/19
Valerie Holberton	Assistant Principal	Valerie Holberton	5-17-19
Arlene Surita	Parent Liaison	Arlene Surita	05-17-19
Desiree Doran	RAP	Desiree Doran	5/17/19
Jamie Bickcom	Teacher	Jamie Bickcom	5/17/19
Jamie Stein	Teacher	Jamie Stein	5-17-19
Eileen Kalbfus	Intervention	Eileen Kalbfus	5/17/19
Amy Joseph	Reading	Amy Joseph	5/17/19
Tricia Gonzalez	Reading	Tricia Gonzalez	5/17/19
Miriam Sabater	Parent	Miriam Sabater	5/15/19.
Karen Bernard	Intervention	Karen Bernard	5/17/19
Judith Quinones	Teacher	Judith Quinones	5/17/19
Marci Kolstad	Teacher	Marci Kolstad	5/15/19

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

- 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. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
  
- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
  
- 4. The SCEP contains at least one evidence-based intervention.
  
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Evidence-Based Intervention

**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:**

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at:  
<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

**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.

X	<b>State-Supported</b>
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement: Professional Learning Communities

## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** 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 "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**Instructions:** List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Karen Bernard	Intervention Teacher, SBPT member
Jamie Bickom	4th Grade Teacher, SBPT
Desiree Doran	Teaching Assistant, SBPT
Tricia Gonzalez	Reading Teacher, SBPT member
Valerie Holberton	Assistant Principal
Amy Joseph	Reading Teacher, SBPT member
Eileen Kalbfus	Intervention Teacher, SBPT member
Marci Kolstad	5th Grade Teacher, SBPT
Judith Quinones	4th Grade Bilingual Teacher, SBPT
Miriam Sabater	Parent Consituent, SBPT
Brenda Santana-Torres	Principal
Jamie Stein	1st Grade Teacher, SBPT
Arlene Surita	Parent liaison, SBPT

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	<a href="#">10/3/18 SBPT, 10/9/18 Staff meeting, 1-27-19 DTSE follow-up Survey (anonymous)</a>	BT, VH, DD, JB, JS, TG, JQ, MK, AJ, AS (?staff meting attendance?)	
Determining priorities and goals based on the needs identified	<a href="#">10/17/18 SBPT, 10/24/19 SBPT, 4-12-19 Instructional priorities Survey, 4-26-19 SBPT subcommittee-Instructional Priority Components</a>	BT, VH, TG, AS, KB, DD, JB, AJ, EK, JS, JQ, YC, JS, CC, EK, NM, DS, MR, JT, AR, NC, MK	
Identifying an evidence-based intervention	5/10/19, 5/15/19 SBPT	BT, VH, JS, EK, AJ, DD, JB, KB, MK, AS, MS	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/10/19, 5/14/19, 5/15/19	BT, VH, AJ, EK, TG, KB, JS, DD	
Identifying a plan to communicate the priorities to different stakeholders	6/11/19 (Staff meeting), 5/17/19 posted in Google Classroom	To include	

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	School #35 SBPT represent various constituents (Bilingual teachers, General Education teachers, Special Education Teachers...) and report back with input from the school community.
Parents with children from each identified subgroup.	Parent constituents on the SBPT represent bilingual students. Parent surveys have elicited feedback from all subgroups.
Secondary Schools: Students from each identified subgroup	NA

## English Language Arts

<b>English Language Arts</b>		
<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	All Students-56.3 SWD- 14.3 ELL- 22.1	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students-61.8 SWD- 24 ELL- 42  As demonstrated through multiple initial benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas & Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	<a href="https://docs.google.com/document/d/13T9bNWdaIVDkwoGOKxiFIYN6L2mxQ-b0quj1zi4fiGI/edit?usp=sharing">https://docs.google.com/document/d/13T9bNWdaIVDkwoGOKxiFIYN6L2mxQ-b0quj1zi4fiGI/edit?usp=sharing</a> , "Based on DTDSE review, recommendations include: daily instructional time to include skill-based centers, common planning time to review the quality of these centers. School 35 will establish, communicate, implement and refine procedures and protocols co"&"nsistent with our building goals with professional learning communities and data driven instruction targeted to general education students, students with disabilities and ELLs.")	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
May 2019	September 1	Establish protocols procedures for PLC (see below)
July 1	October 15	Develop common instructional ELA framework that includes flexible, skill based learning centers.
August 2019	September 30	<a href="https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing">https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing</a> , "Communicate protocols and procedures for PLC at grade level meetings and digitally via email and Google Classroom as follows: Week 1 - Explore instructional practices through discussion, collaboration and active learning, Week 2 - Identify effective ins"&"tructional practices for grade level implementation through discussion, collaboration and active learning. Implement identified strategies. Week 3 - Share out/reflect on strategy implementation. Week 4 - Compile and communicate feedback based on input f"&"rom participants in Learning Walks. Week 5 - Reflect on instructional effectiveness based on Learning Walk findings, student work samples and teacher input.")
September 1	October 1	Implement protocols and procedures for PLC (see cell C13).

September 1	October 1	Using DataWise protocols the School #35 Leadership team and grade level teams will discuss and analyze student performance data (benchmark data may include but not limited to: NWEA [ELA for grades K-6] & AIMSWEB (grades K-6), CKLA Unit Assessments (grades K-2), Houghton Mifflin Unit Assessments (grades 3-6).
October 1	January 30	Continue to develop writing strategies to include R.A.C.E. (restate question, answer the question, cite evidence, explain the evidence) in grades 2-6.
October 1	January 30	<a href="#">Implement identified instructional strategies through teacher study and active learning, teacher collaboration, modeling and model study, coaching, feedback and reflection (see attached Executive Summary from Effective Teacher Professional Development).</a>
January 1	January 30	Assess the impact of the activities based on common formative assessment results, student work samples, and input from Learning Walk participants.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		All Students-59 SWD- 19 ELL- 32 As demonstrated through mid-year multiple benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas & Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions</b>
December 1	January 1	<a href="https://docs.google.com/document/d/1yfDMoDG3ZIWCIKpSw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing">https://docs.google.com/document/d/1yfDMoDG3ZIWCIKpSw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing</a> ,"Communicate protocols and procedures for PLC at grade level meetings and digitally via email and Google Classroom as follows: <a href="#">Week 1 - Explore instructional practices through discussion, collaboration and active learning, Week 2 - Identify effective ins"&amp;"tructional practices for grade level implementation through discussion, collaboration and active learning. Implement identified strategies. Week 3 - Share out/reflect on strategy implementation. Week 4 - Compile and communicate feedback based on input f"&amp;"rom participants in Learning Walks. Week 5 - Reflect on instructional effectiveness based on Learning Walk findings, student work samples and teacher input."</a> )
January 1	January 30	Implement protocols and procedures for PLC (see cell C26).
February 1	Feb 15	Continue using DataWise protocols the School #35 Leadership team and grade level teams will discuss and analyze student performance data (benchmark data may include but not limited to: NWEA [ELA for grades K-6] & AIMSWEB (grades K-6), CKLA Unit Assessments (grades K-2), Houghton Mifflin Unit Assessments (grades 3-6).
Feb 15	March 1	Continue to develop writing strategies to include R.A.C.E. (restate question, answer the question, cite evidence, explain the evidence) in grades 2-6.
March 1	May 30	<a href="#">Refine identified instructional strategies through teacher study and active learning, teacher collaboration, modeling and model study, coaching, feedback and reflection (see attached Executive Summary from Effective Teacher Professional Development).</a>
June 1	June 30	input from Learning Walk participants.



## Mathematics

<b>Mathematics</b>		
<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	All Students-44.5 SWD-13.2 ELL-15.3	
<b>B2. SCEP Goal for Mathematics</b> TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-68.8 SWD-26.3 ELL-42.1  As demonstrated through multiple initial benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas & Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on DTDSE review, recommendations include: daily instructional time to include skill-based centers, common planning time to review the quality of these centers. School 35 will establish, communicate, implement and refine procedures and protocols consistent with our building goals with professional learning communities and data driven instruction.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
May 2019	September 1	Establish protocols procedures for PLC (see below)
July 1	October 1	Develop common instructional Math framework that includes flexible, skill based learning centers.
August 2019	September 30	<a href="https://docs.google.com/document/d/1yfDMoDG3lWClKpSw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing">https://docs.google.com/document/d/1yfDMoDG3lWClKpSw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing</a> ,"Communicate protocols and procedures for PLC at grade level meetings and digitally via email and Google Classroom as follows: Week 1 - Explore instructional practices through discussion, collaboration and active learning, Week 2 - Identify effective ins"&"tructional practices for grade level implementation through discussion, collaboration and active learning. Implement identified strategies. Week 3 - Share out/reflect on strategy implementation. Week 4 - Compile and communicate feedback based on input f"&"rom participants in Learning Walks. Week 5 - Reflect on instructional effectiveness based on Learning Walk findings, student work samples and teacher input.")
September 1	October 1	Implement protocols and procedures for PLC (see cell C13).
September 1	October 1	Using DataWise protcols the School #35 Leadership team and grade level teams will discuss and analyze student performance data (benchmark data may include but not limited to: NWEA, AIMSWEB, Zearn).
October 1	October 15	Develop problem solving strategies for Math which may include CUBES, RDW, SEE/PLAN/DO/REFLECT.

October 15	January 30	<a href="#">Implement identified instructional strategies through teacher study and active learning, teacher collaboration, modeling and model study, coaching, feedback and reflection (see attached Executive Summary from Effective Teacher Professional Development).</a>
January 1	January 30	Assess the impact of the activities based on common formative assessment results, student work samples, and input from Learning Walk participants.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		
		All Students- 56 SWD- 19 ELL- 28 As demonstrated through multiple mid-year benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas & Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second</b>
December 1	January 1	<a href="https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing">https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAlt6RC40xZu_zL-Ko/edit?usp=sharing</a> , "Communicate protocols and procedures for PLC at grade level meetings and digitally via email and Google Classroom as follows: Week 1 - Explore instructional practices through discussion, collaboration and active learning, Week 2 - Identify effective ins"&"tructional practices for grade level implementation through discussion, collaboration and active learning. Implement identified strategies. Week 3 - Share out/reflect on strategy implementation. Week 4 - Compile and communicate feedback based on input f"&"rom participants in Learning Walks. Week 5 - Reflect on instructional effectiveness based on Learning Walk findings, student work samples and teacher input.")
January 1	January 30	Implement protocols and procedures for PLC (see above).
February 1	Feb 15	Discuss and analyze student performance data (benchmark data may include but not limited to: NWEA, AIMSWEB, Zearn).
Feb 15	March 1	Refine problem solving strategies for Math which may include CUBES, RDW, SEE/PLAN/DO/REFLECT.
March 1	May 30	Implement identified strategy.
June 1	June 30	Assess the impact of the activities.

## Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>			"Staff at this school care about what families think. Check whether you strongly agree, agree, disagree, strongly disagree, don't know."
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>			The results of this survey came from parents; 55% Strongly agreed, 40% Agreed, 0% Strongly Disagree, 5% Don't Know
<b>B1. SCEP Goal for Survey Question</b>			Parents will be surveyed to elicit feedback on academics, social/emotional/behavioral and school community three times a year resulting in a response rate of at least one-third of the total parent population (approximately 150 responses for the year). 80% of parents will agree that "Staff at this school care about what families think." The survey questions and response choices (agree, disagree and don't know) will be consistent each time they are administered.
<b>C1. Area(s) of Need: Indicate the area(s) of</b>			Increase parent feedback and improve involvement in school wide initiatives.
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
August 2019	September 2019	Summer/Fall Communication: Survey cards or Chromebooks with surveys present at Parent Orientation with the following question included: "Staff at this school care about what families think".	
August 2019	January 2020	Parent liaison will interact daily with parents and report to SBPT on scheduled meeting dates.	
September 2019	October 2019	Fall Communication: Survey cards or Chromebooks with surveys present at Open house/Parent Conferences with the following question included: "Staff at this school care about what families think".	
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>			Parents will be surveyed to elicit feedback on academics, social/emotional/behavioral and school community three times a year resulting in a response rate of at least one-third of the total parent population (approximately 75 responses for this time period). 80% of parents will agree "Staff at this school care about what families think." The survey questions and response choices (agree, disagree and don't know) will be consistent each time they are administered.

<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	March 2020	Winter Communication: Survey cards or Chromebooks with surveys at Movie Night, Health and Fitness Night.
January 2020	June 2020	Parent liaison will interact daily with parents and report to SBPT on scheduled meeting dates.
April 2020	June 2020	Donuts for Dads.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data:</b> Provide the most recently available information.	All Students- .98 SWD- .68 ELL- .98
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	All Students- 1.00 SWD- 1.00 ELL- 1.00 As demonstrated through multiple initial benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas & Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	<a href="https://docs.google.com/document/d/13T9bNWdaIVDkwoGOKxiFIYN6L2mxQ-b0quj1zi4fiGI/edit?usp=sharing">https://docs.google.com/document/d/13T9bNWdaIVDkwoGOKxiFIYN6L2mxQ-b0quj1zi4fiGI/edit?usp=sharing</a> , "Based on DTDSE review, recommendations include: ENL teachers will collaborate with classroom teachers to modify activities for students who demonstrate low proficiency, daily instructional time to include skill-based centers, common planning time to review the quality of these centers. School 35 will establish, communicate, implement and refine procedures and protocols consistent with our building goals with professional learning communities and data driven instruction targeted to general education students, students with disabilities and ELLs.")
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
May 2019	September 1	Establish protocols and procedures for PLC (see below)
July 1	October 1	Develop common instructional ELL framework that includes flexible, skill based learning centers.
August 2019	September 30	Using DataWise protocols to review NYSESLAT 2019 data and identify specific language needs of the students at low proficiency.
August 2019	September 30	<a href="https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAIt6RC40xZu_zL-Ko/edit?usp=sharing">https://docs.google.com/document/d/1yfDMoDG3ZIWCkPsw1SAsj96PUAIt6RC40xZu_zL-Ko/edit?usp=sharing</a> , "Communicate protocols and procedures for PLC at grade level meetings and digitally via email and Google Classroom as follows: Week 1 - Explore instructional practices through discussion, collaboration and active learning. Week 2 - Identify effective instructional practices for grade level implementation through discussion, collaboration and active learning. Implement identified strategies. Week 3 - Share out/reflect on strategy implementation. Week 4 - Compile and communicate feedback based on input from participants in Learning Walks. Week 5 - Reflect on instructional effectiveness based on Learning Walk findings, student work samples and teacher input.")
September 1	October 1	Implement protocols and procedures for PLC (see cell C13).

September 30	January 1	ENL teachers will collaborate and co-plan with CRT/SWD teachers to differentiate and modify activities to provide instruction for students with varying levels of language acquisition.
September 30	January 1	ENL and CRT/SWD Teachers will facilitate students working in groups and partnering strategies, linking students along the continuum of language acquisition.
September 30	January 1	ENL and CRT/SWD Teachers will simplify texts and use supports such as visual representations of vocabulary in English and in students' native language.
October 15	January 30	<a href="#">Implement identified instructional strategies through teacher study and active learning, teacher collaboration, modeling and model study, coaching, feedback and reflection (see attached Executive Summary from Effective Teacher Professional Development).</a>
January 1	January 30	Assess the impact of the activities based on common formative assessment results, student work samples, and input from Learning Walk participants.
October 1	January 1	Progress monitor student performance (assessment probes include but will not be limited to: AIMSWEB, Houghton Mifflin, Fountas & Pinnell).

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	<p>All Students- 1.00  SWD- 1.00  ELL- 1.00</p> <p>As demonstrated through multiple mid-year benchmark data growth points derived from one or more of the following: NWEA, AIMS Web, Mock NYSESLAT, Fountas &amp; Pinnell, CKLA Unit tests, Houghton Mifflin unit tests, Common Formative Assessments that indicate adequate growth (assessment driven formula).</p>
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	January 30	Using DataWise protocols review MOCK NYSESLAT data and identify specific language needs of the students at low proficiency.
January 2020	June 2019	Progress monitor student performance (assessment probes may include but will not be limited to: AIMSWEB, Houghton Mifflin, Fountas & Pinnell).
February 2020	February 15	Using DataWise protocols the School #35 Leadership team and grade level teams will discuss and analyze student performance data (benchmark data may include but not limited to: NWEA [ELA for grades K-6] & AIMSWEB (grades K-6), CKLA Unit Assessments (grades K-2), Houghton Mifflin Unit Assessments (grades 3-6).
February 2020	May 2019	ENL and CRT/SWD Teachers will simplify texts and use supports such as visual representations of vocabulary in English and in students' native language.
February 2020	June 30	ENL teachers will collaborate and co-plan with CRT/SWD teachers to further differentiate and modify activities to provide instruction for students with varying levels of language acquisition.
February 2020	June 30	ENL and CRT/SWD Teachers will facilitate students working in groups and partnering strategies, linking students along the continuum of language acquisition.
May 15	June 30	Walk participants.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 41.9% SWD- 57.3% ELL- 54.7%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 30.5% SWD- 41% ELL- 39.5%	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on review of chronic absentee reports from Student Performance Analytics, reduce chronic absenteeism for all students and especially those who are homeless and/or plan to take extended leave from school.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
August 2019	January 2020	School communication and implementation of Highest Rate of Attendance Incentive (One bike per grade level given at last School Wide Morning Meeting of the school year to an individual at each grade level with highest attendance rate for the year).
August 2019	January 2020	Hold monthly attendance meetings to review attendance data.
August 2019	January 2020	School communication and implementation of Perfect Class Attendance Incentive (Pizza party for 25 days of perfect classroom attendance) with monthly announcements & an email with a visual graph for teachers and students to review together.
August 2019	January 2020	School communication and implementation of Quarterly Perfect Attendance Incentive for individuals who had perfect attendance will attend an ice-cream social quarterly.
August 2019	January 2020	School communication to families regarding the cumulative impact on learning when students take extended leaves.
August 2019	January 2020	School leadership will meet weekly with Parent liaison and social worker to analyze student attendance data in SPA. Team to determine next steps in proving support to students and families to improve attendance.
August 2019	January 2020	Parent liaison will refer homeless families to available community resources and support.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	Based on review of chronic absentee reports from Student Performance Analytics, school wide chronic absenteeism will decrease by an additional 5.7% by June, 2020. SWD absenteeism will decrease by an additional 8.15% by June, 2020. ELL absenteeism will decrease by an additional 7.6% by June, 2020.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	June 2020	Refine and monitor ongoing implementation of Highest Rate of Attendance Incentive (One bike per grade level given at last School Wide Morning Meeting of the school year to an individual at each grade level with highest attendance rate for the year).
January 2020	June 2020	Hold monthly attendance meetings to review attendance data.
January 2020	June 2020	Refine and monitor ongoing implementation of Perfect Class Attendance Incentive (Pizza party for 25 days of perfect classroom attendance) with monthly announcements & an email with a visual graph for teachers and students to review together.
January 2020	June 2020	Refine and monitor ongoing implementation of Quarterly Perfect Attendance Incentive for individuals who had perfect attendance will attend an ice-cream social quarterly.
January 2020	June 2020	School communication to families regarding the cumulative impact on learning when students take extended leaves.
January 2020	June 2020	Parent liaison will refer homeless families to available community resources and support.
January 2020	June 2020	Assess the impact of the activities by using the attendance information from SPA
January 2020	June 2020	School leadership will meet weekly with Parent liaison and social worker to analyze student attendance data in SPA. Team to determine next steps in proving support to students and families to improve attendance. Students with improved attendance will receive phone calls home acknowledging their improvements as well as participate in most improved attendance ice cream social.