LEA Name:	
LEA BEDS Code:	
School Name:	

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name		Title	
Phone		Email	
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 confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

x

x

x

x

x

x

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 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The School Comprehensive Education Plan (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 School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 7, 2018	Computer Lab		
June 14, 2018	Computer Lab		
June 21, 2018	Library		

Name	Title / Organization	Signature
Nicole LaVista	5th Grade Teacher	
Rosa Mitrione	5th Grade Teacher	
Natalie Mirabile	1st Grade Dual Language Teacher	
Susan Calix	ESL Teacher	
Helen Garcia	ESL Teacher	
Glenda Brunson	1st Grade Teacher/Union Rep	
Rosa Nadile	6th Grade Teacher/Alternate Union Rep	
Edward T. Beglane, Ed.D.	Principal	
Jeanette Vazquez	CSEA	

School Information Sheet

School Information Sheet

Grade Configuration	PK-Gr 6	Total Student Enrollment	382	% Title I Population	22.2%	% Attendance Rate	91.8%	
% of Students Eligible for Free Lunch	###	% of Students Eligible for Reduced-Price Lunch	#	% of Limited English Proficient Students	12.9%	% of Students with Disabilities	26.5%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0	% Black or African American	#	% Hispanic or Latino	59.4%	% Asian, Native Hawaiian / Other Pacific Islander	2.4%	% White	#	% Multi-Racial	#

School Personnel

Years Principal	8	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social	2.5
% of Teachers with **NO**	0	% of Teachers Teaching Out	0	% Teaching with Fewer than 3	0	Average # of Teacher	

Overall State Accountability Status

Priority School		Focus School Identified by a		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High	
ELA Performance at		Math Performance at Level		Science Performance at Level 3		Four-Year Graduation Rate	
% of 1st Year Students		% of 2nd Year Students Who		% of 3rd Year Students Who		Six-Year Graduation Rate	N/A
Persistently Failing		Failing School (per					

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective

	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").
- [ ] Limited Degree (Fewer than 20% of goals were achieved.)
- [ ] Partial Degree (Fewer than 50% of goals were achieved.)
- [X] Moderate Degree (At least 50% of goals were achieved.)
- [ ] Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").
- [ ] Limited Degree (Fewer than 20% of activities were carried out.)
- [ ] Partial Degree (Fewer than 50% of activities were carried out.)
- [ ] Moderate Degree (At least 50% of activities were carried out.)
- [X] Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").
- [ ] Limited Degree (No identified subgroups improved achievement.)
- [X] Partial Degree (Some of the identified subgroups improved achievement.)
- [ ] Moderate Degree (A majority of identified subgroups improved achievement.)
- [ ] Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").
- [ ] Limited Degree (There was no increase in the level of Parent Engagement.)
- [ ] Partial Degree (There was a minor increase in the level of Parent Engagement.)
- [X] Moderate Degree (There was modest increase in the level of Parent Engagement.)
- [ ] Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").
- [X] Limited Degree (Fewer than 20% of planned activities were funded.)
- [ ] Partial Degree (Fewer than 50% of planned activities were funded.)
- [ ] Moderate Degree (At least 50% of planned activities were funded.)
- [ ] Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").
- [ ] Tenet 1: District Leadership and Capacity
- [ ] Tenet 2: School Leader Practices and Decisions
- [ ] Tenet 3: Curriculum Development and Support
- [ ] Tenet 4: Teacher Practices and Decisions
- [X] Tenet 5: Student Social and Emotional Developmental Health
- [ ] Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

• Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

There was a major focus on Explicit Instruction and student engagement with Dr. Martha Torp providing a series of workshops both for the entire staff and a committee of seven. This was followed up by an emphasis on the walkthroughs and formal observations to ensure teachers were implementing the strategies. It was noted and spoken about at 8:05 that some teachers were uncomfortable with the term I DO. Teachers were informed the need for structure for students and a common terminology. This will continue to be a course of action this year (to use the terms I, WE, YOU DO.

• Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Certainly the walkthroughs and observations were part of the data review. The administrator emphasizes 'Volleyball' not ping pong (Bambrick-Santoyo 2011) for student engagement. This will continue to be a work in progress.

In developing the CURRENT YEAR'S plan:

• List the highlights of the initiatives described in the current SCEP.

Restorative Practices PD for staff; Forulating and implementing a RtI Committee, Focus on attendance/lateness ongoing issues; continuance of the work from Dr. Topr from last year

• List the identified needs in the school that will be targeted for improvement in this plan.

Instructional practices will focus on promoting high levels of engagement, rigor, and higher-order questioning consistently throughout all grade levels. In addition, funding is needed to support more congruence planning, technology, safety & security, and targeted instruction.

• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

As our school continues to evolve into a Dual Language school, it is necessary to be identify the needs for all students and teachers.

• List the student academic achievement targets for the identified subgroups in the current plan.

We have created a partnership with RBERN to provide professional development sessions with our staff on teaching vocabulary as well as developing HOTQ with ELLs (and all students). We will also create a RtI Committee to address strengthening the core and providing Tier 2 strategies and resources.

• Describe how school structures will drive strategic implementation of the mission/guiding principles.

Administration will plan/establish a structure, familiar to all stakeholders, to strategically use data that responds to student academic and social emotional needs. RtI, school-wide writing initiative, math modules, and targeted instruction are the structures that will be utilized to drive the implementation of the mission/guiding principles.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The following barriers may impact the ability to accomplish the mission or guiding principles:
1. Lack of Parental Involvement/Academic Support, funding and technology
2. Consistent time allotted for planning/sharing of techniques and strategies; Build-in congruence planning time for grade-level and Dual Language teachers.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Dr. Hernandez will provide PD for the entire staff on Restorative Practices; RBERN will provide PD for our teachers on vocabulary instruction and HOTQ; Alex Servello will provide PD on Clever

• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Letters, Open House, Parent Teacher Conferences, Parent Workshops, School-wide Multicultural Activities, and Monthly PTA Meetings and SLT Committee

• List all the ways in which the current plan will be made widely available to the public.

Hard copy on file in main office, communicated to parents via Parent Teacher Conference Night, School's web page, Newsletter, Connect-Ed, & District website.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Transition Welcoming Program at the beginning of the school year, Parent accessibilty to the classroom, Parent Teacher Conferences, Parent Workshops, Splash Program, & Quality Star Initiative
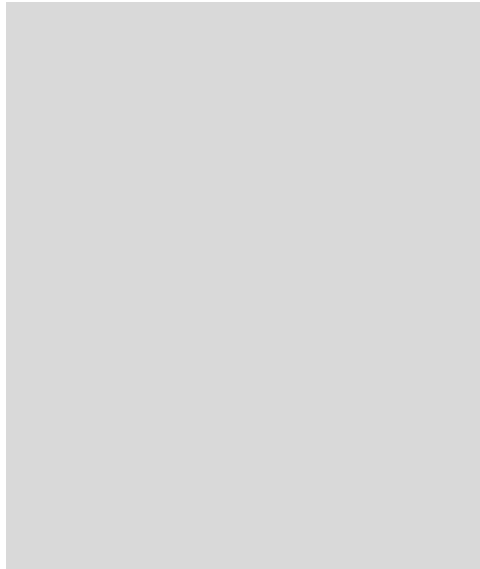
Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	X	X			
Student Average Daily Attendance	X			X	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	X		X	X	X
Student Discipline Referrals	X		X	X	X
Student Truancy Rate	X		X	X	X
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	X	X			X
Teachers Rated as "Effective" and "Highly Effective"	X				
Teacher Attendance at Professional Development	X	X		X	X
Parent Attendance at Workshops				X	X
Parent Participation in District/School Surveys	X			X	X

			REVIEWER FEEDBACK
Tenet 2 - School Leader Practices and Decisions		Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:		May 18-19, 2017	
B2. DTSDE Review Type:		District-Led Review	
			REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		In order to keep abreast of new mandates and changing curricular, it is important that Math and English Language Arts modules and other pertinent materials are readily available before the start of the school year in order to ensure academic success for all learners.	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Re-train all of the teachers and aides on Resotrative Practices	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Have teachers create and submit 17 lessons on Character Education for the month of September. Monitor the lessons during my daily visits.	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	**REVIEWER FEEDBACK ON ACTIVITIES**
Sep-18	Sep-18	Dr. Fred Hernandez will present a two-hour session on Restorative Practices to our teachers and aides	
Sep-18	Jun-19	Vertical, horizontal, PLC, and grade-level meetings with special education and support staff (ESL, Resource, Speech, and Reading) will be held throughout the year to provide opportunities for planning, classroom visitations, sharing of best pracatices/strategies, and the reivew of student work and data.	
Sep-18	Oct-19	Provide an overview of RtI to the teachers during the first 8:05 PD session and establish an effective RtI Committee	
5-Oct	10/25/18	Brainstorm with teachers and develop four action steps for "Uncovering Your Plan."	
18-Sep	19-Jun	Utilize our Social Worker to establish structures and systems for chronic absenteesim and lateness	

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on student gaps in academic achievement (from assessment data), we will provide rigorous academic instruction.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Based upon data analysis spring-spring (pre-post) explicit instruction (I Do, We Do, You do), in addition to Bloom's Taxonomy Revised, students will progress toward academic success in all curriculum areas. • Various informational assessments (exit tickets, teacher observations, etc.) • NYS ELA/MATH/SCI/NYSESLAT/MAP/DRA/Reading Plus Measurable: Teachers will provide actionable teaching w/intermittent assessment that helps.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher provided with daily preparation time and weekly grade level common planning time and classroom walkthrough/State Testing data, MAP, DRA2, Reading Plus data, and teacher observation.

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 2018	Jun-19	All teachers will identify and use a format that includes targeted learning standards that align to the lesson objective, proactive differentiation, and assessment of the objective to ensure standards-based instruction.
Sept. 2018	Oct-18	Teacher will create a common language of peer assessment, self assessment and check-off lists during congruence/PD to create a learning environment that contribute to a richer understanding of student learning and to help students self assess accurately to improve their overall performance.
Nov. 2018	Jun-19	At least 2 times a month teacher will involve student in reflective self-assessment and/or peer assessment of learning through use of rubrics, check-off lists, exit tickets, etc. This will allow students to internalize the characteristics of quality work and become better learners when they engage in deliberate thought about what they are learning and how they are learning.

REVIEWER FEEDBACK

Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES