

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010000
School Name:	Roberts K-8 School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	John Devendorf	Title	Principal
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Website for Published Plan	http://www.syracusecityschools.com/roberts		

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.

Name	Title	Signature	Date
Deanna Daniel	Vice Principal		
Jessa Salibrici	5th Grade Teacher/Parent		
LyLee Style	ENL Teacher/Parent		
	Vice Principal		
Amaru Pareja	AIS		
Sarah Hudson	ENL Teacher		
Meagan Lauer	ENL Teacher		
Kathy Doner	6th Grade ELA Teacher		
Sarah Gilbert	T.A./Parent		

John Devendorf	Principal		

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.

<input checked="" type="checkbox"/>	State-Supported
If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.	
Strategy the school will implement:	Professional Learning Communities supported by School-Based Instructional Coaches

	Clearinghouse-Identified
If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
Strategy the school will implement:	
Clearinghouse	

Rating from Clearinghouse	
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School-Identified	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Meaningful Stakeholder Participation

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	6/4/2019, 6/6/2019		
Identifying a plan to communicate the priorities to different stakeholders	June Faculty Meeting, Superintendent's Conference Days in Sept. 2019, Open House, School Newsletter		

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	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			58.2
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			Roberts will achieve Math Academic Achievement Performance Index of 76.7 by June 2020 as measured by NYS Math Assessments.
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.			The School Leadership Team identified a need to grow strong tier 1 core differentiated instruction in grades Pre-K -8. Also, as the goal of education is to address the learning needs of all students, the review of current assessment data revealed the existence of an academic achievement gap between African American students and their non African American counterparts. Moving forward, analysis of data will drive targeted instruction. Instructional staff will use personalized learning, culturally responsive practices and necessary evidence based practices/resources to meet the learning needs of each student. Data will be collected through designated formative and benchmark assessments and students' progress monitored to measure growth toward closing the achievement gap. Teachers will be supported by district/building instructional coaches/support staff and administration to deliver high quality instructional strategies and interventions in response to the data collected.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.	
8/1/2019	9/15/2019	Use math screening data from Spring of 2019, including, STAR, and New York State Assessment, to properly identify students and appropriately group	
9/7/2019	9/30/2019	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys on students that perform below benchmark on STAR math assessments from Spring of 2019. (As per the math screening plan by grade level. Spring 2019)	
9/7/2019	9/30/2019	Administer STAR math benchmark assessment to all students.	
9/7/2019	9/30/2019	Create math benchmark assessments for students in grades K and 1.	
9/7/2019	9/30/2019	Visual representation of student data in the Instructional Leadership area, and classrooms as determined by bier STAR tier.	
9/15/2019	9/30/2019	All teachers will update the school wide data dashboard and have a data binder with the most up to date information on their students.	
9/15/2019	12/31/2019	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2	
9/15/2019	12/31/2019	The Instruction Leadership Team will complete walk throughs and review lesson plans monthly as a data point for creating professional development and supporting teachers. (monthly)	
10/1/2019	12/31/2019	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).	
10/1/2019	12/15/2019	Academic Interventionist will provide academic interventions to students using SOAR materials to whom are identified based on STAR data and maintain a data dashboard to track lessons mastered by students.	

10/15/2019	10/31/2019	Teachers will facilitate student goal setting conferences through the use of data folders after each benchmark and with progress monitoring every three weeks.
10/15/2019	10/31/2019	Culturally Responsive Education professional development will be offered to all teachers.
10/1/2019	11/15/2019	Host accountability/data meetings with teachers and interventionists to assist in planning and implementation of math instruction for all students. Specific time will be spent monitoring the achievement and support given to all students by the differing demographic groups including African American Students. Teachers will make adjustments in groups based on progress monitoring (monthly).
12/1/2019	12/15/2019	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).
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.		
An overall decrease in students scoring in the urgent and intense intervention categories by %10 on STAR Math. An overall increase in students scoring Level 3-4 from baseline STAR Math administration 15%.		
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	1/15/2020	Use math STAR data from Winter of 2019, to properly identify students and appropriately regroup them by skill and need.
1/1/2020	1/30/2020	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys on students that perform below benchmark on STAR math assessments from Spring of 2019.
1/1/2019	6/0/2019	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2 instructional strategies based on a data driven cycle. (monthly)
1/1/2020	6/30/2020	Administer winter and spring STAR assessment.
1/1/2020	6/30/2020	Academic Interventionist will provide academic interventions to students using SOAR materials to whom are identified based on STAR data and maintain a data dashboard to track lessons mastered by students.
1/1/2020	1/30/2020	Instructional Leadership Team and Academic Intervention Team will review schoolwide student data every three weeks, and adjust visual representation on three tier chart as necessary
1/1/2020	1/30/2020	Visual representation of student data in all classrooms as determined by grade level teams.
1/15/2020	1/30/2020	All teachers will have a data binder with the most up to date information on their students.
1/15/2020	1/30/2020	Offer ongoing professional development to support teachers in implementing tier 1 and tier 2 instruction.
2/1/2020	2/15/2020	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).
2/15/2020	2/28/2020	Teachers will facilitate in the review of student data folders.
3/1/2020	3/15/2020	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).

4/1/2020	4/15/2020	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).
4/15/2020	6/15/2020	Host accountability/data meetings with teachers to assist in planning and implementation of math instruction for all students. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly).

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.		68
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.		Roberts will achieve ELA Academic Achievement Performance Index of 74.3 by June 2020 as measured by NYS ELA Assessments.
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.		The School Leadership Team identified a need to grow strong tier 1 core differentiated instruction in grades K -8. Also, as the goal of education is to address the learning needs of all students, the review of 2018-2019 assessment data revealed the existence of an academic achievement gap between African American students and their non African American counterparts. Moving forward, analysis of data will drive targeted instruction. Instructional staff will use personalized learning, culturally responsive practices and necessary evidence based practices/resources to meet the learning needs of each student. Data will be collected through designated assessments and students' progress monitored to measure growth toward closing the achievement gap. Teachers will be supported by district/building instructional coaches/support staff and administration to deliver high quality instructional strategies and interventions.
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.
8/1/2019	9/15/2019	Use literacy screening data from Spring of 2019, including, slasher and wist spelling inventory and dibels, to properly identify students and appropriately group them by skill and need.
9/7/2019	9/8/2019	Use time on opening conference days to begin a continuum of PD on culturally responsive education with a focus on our identified subgroup of African American students.
9/7/2019	9/30/2019	Use additional diagnostic tools on students that perform below benchmark on literacy screeners from Spring of 2019. (As per the literacy screening plan by grade level. Spring 2019)
9/7/2019	9/30/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.
9/7/2019	9/30/2019	Required Fall Screening of STAR EL/Reading and DIBELS 8th (for Grades 1-2)
9/7/2019	9/30/2019	Creation of a schoolwide visual accounting of data with all students placed by tier.
9/7/2019	9/30/2019	Visual representation of student data in all classrooms as determined by grade level teams.
9/15/2019	9/30/2019	All teachers will update the school wide data dashboard and have a data binder with the most up to date information on their
9/15/2019	12/31/2019	The Instruction Leadership Team will complete walk throughs and review lesson plans monthly as a data point for creating professional development and supporting teachers. (monthly)

10/1/2019	10/15/2019	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly)
10/1/2019	12/30/2019	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2 instructional strategies based on a data driven cycle.
10/1/2019	12/15/2019	Academic Interventionist will provide academic interventions to students using CHIP kits and 95% or Wilson Reading materials to whom are identified based on STAR and Literacy screening data. They will also maintain a data dashboard track student progressions.
10/7/2019	10/30/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.
9/15/2019	10/31/2019	Teachers will facilitate in the creation of student data folders
11/1/2019	11/15/2019	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly)
11/7/2019	11/30/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.
12/1/2019	12/15/2019	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly)
12/7/2019	12/30/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.

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.	An overall decrease, from Fall baseline, in students scoring in the urgent and intense intervention categories by %10, on the following assessments; STAR, STAR E.L. & DIBELS. We will accomplish this by continuous analysis of data to drive targeted instruction, personalized learning, implementation of culturally responsive practices and necessary evidence based practices/resources.
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F1. Action Plan - January 2020 through June 2020

<u>F2. Start Date:</u> Identify the projected start date for each activity.	<u>F3. End Date:</u> Identify the projected end date for each activity.	<u>F4. Steps to Address Areas of Need and Improve Goal:</u> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2019	6/30/2019	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2 instructional strategies based on a data driven cycle.
1/1/2020	1/15/2020	Use literacy screening data from Winter of 2019, including,STAR, Anet and dibels, to properly identify students and appropriately group them by skill and need.
1/1/2019	6/30/2019	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2 instructional strategies based on a data driven cycle. (monthly)
1/1/2020	6/30/2020	Teachers will attend ongoing professional development during embedded professional development time in implementing tier 1 and tier 2 instructional strategies based on a data driven cycle.
1/30/2020	6/30/2020	Academic Interventionist will provide academic interventions to students using CHIP kits and 95% or Wilson Reading materials to whom are identified based on STAR and Literacy screening data. They will also maintain a data dashboard track student progressions.
1/1/2020	1/30/2020	Offer PD to focus on CRE to help with the support of African American students.

1/1/2020	1/30/2020	Use additional diagnostic tools on students that perform below benchmark on literacy screeners from Winter of 2019. (As per the literacy screening plan by grade level. Spring 2019)
1/1/2020	1/30/2020	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.
1/1/2020	1/30/2020	Required Winter Screening of STAR EL/Reading and DIBELS 8th (for Grades 1-2)
1/15/2020	1/30/2020	Update schoolwide visual accounting of data with all students placed by tier.
1/15/2020	1/30/2020	Update visual representation of student data in all classrooms as determined by grade level teams.
2/1/2020	2/15/2020	All teachers will have/update their data binder with the most up to date information on their students.
2/15/2020	2/28/2020	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly)
3/1/2020	3/15/2020	Host tier 3 AIS accountability/data meetings to assist in planning and implementation of AIS.
4/1/2020	4/15/2020	Students will update their data folders
2/15/2020	2/28/2020	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction. Specific time will be spent on closing the achievement gap of our African American students. Teachers will make adjustments in groups based on progress monitoring (monthly)

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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REVIEWER FEEDBACK ON ACTIVITIES

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Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Student Survey - Sense of Belonging: I feel like I belong at my school.
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.			When asked if they felt like they belonged at their school: 33% of students strongly agreed; 27% somewhat agreed; 19% neither agreed or disagreed; 6% somewhat disagreed; 14% strongly disagreed.
B1. SCEP Goal for Survey Question			75% of students either strongly agree or somewhat agree that they "feel like I belong at my school" .
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.			As the goal of education is to address the social emotional learning needs of all students, the review of our culture and climate student survey revealed that there is a large percentage of students who don't feel a sense of belonging at JT Roberts. If all students do not feel that they belong in their school, their academic progress will also be stunted. More needs to be done school-wide to engage students in community building, restorative practices, and development of school and academic pride. Creating a culture that focuses on building and improving relationships between students, staff and families is an area of focus that needs to be strengthened. The more students and families have connections and relationships with staff the positive impact it has on student learning and achievement.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.	
9/5/2019	9/5/2019	School will establish school wide goals to support students academic, social and emotionally and with a motto that is stated daily.	
9/5/2019	12/15/2019	Create a motto/theme for the school year and plan how that motto/theme will be communicated and reinforced to facilitate students embracing the common school motto/theme and part of the JT Roberts family. Define what it means to live out the motto and be a part of the team. Reinforce that everyone is part of the same team and an essential member through assemblies and activities. Develop school-wide activities to reinforce and celebrate the motto/theme regularly.	
9/5/2019	9/15/2019	All families will receive a personal contact from teachers and teachers will make a minimum of 5 two way positive contacts per month	
	9/1/2019-12/30/2019	The Discipline and School Climate Team will dedicate 1 meeting per month to implementing positive school wide events and incentives. This meeting will include representatives from Student Council and the FTO (Family Teacher Organization) (Monthly)	
9/5/2019	10/31/2019	Implement PAX at the elementary level to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment.	
9/5/2019	9/30/2019	Back to School Picnic/Curriculum Night	

9/5/2019	9/5/2019	Implement WEB (Where Everybody Belongs) Program for middle grades; 8th grade mentors meet with 6th grade mentees to orient them to the middle school culture and provide support for 6th grade students throughout the year.
9/5/2019	10/31/2019	Elem. morning meeting to support community building while addressing social emotional needs and character development.
9/5/2019	10/31/2019	M.S. Advisory taking place once per week during which small groups of students work with advisors on academic needs, social emotional and character development, including focusing on belonging and the JT Roberts team.
9/5/2019	10/31/2019	Use Microsoft Forms to take quarterly survey snapshots using the 5 questions about school belonging from the climate and culture survey.
10/1/2019	10/31/2019	Book Fair/Family Night
11/1/2019	11/20/2019	Quarterly assemblies will be lead by student council and students will be recognized for academic growth
11/4/2019	11/18/2019	Student Led Parent Conferences
<p>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.</p> <p>In January we will provide a survey consisting of the questions from the student culture and climate survey "Sense of Belonging" to check our progress toward reaching our goal of 75% of our student body being in agreement/strong agreement that they feel a sense of belonging at JT Roberts School. We expect at least at 7.5% increase from 60% to 67.5% by January.</p>		
<p>F1. Action Plan - January 2020 through June 2020</p>		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
	1/1/2020-6/30/2020	The Discipline and School Climate Team will dedicate 1 meeting per month to implementing positive school wide events and incentives. This meeting will include representatives from Student Council and the FTO (Family Teacher Organization) (Monthly)
1/31/2020	6/30/2020	Continue to implement activities that reinforce the school motto/theme and engage parents and families in the Roberts theme.
1/1/2020	1/31/2020	Use Microsoft Forms to take quarterly survey snapshots using the 5 questions about school belonging from the climate and culture survey.
1/31/2020	6/1/2019	Elem. morning meeting to support community building while addressing social emotional needs and character development.
1/31/2020	6/1/2019	M.S. Advisory taking place once per week during which small groups of students work with advisors on academic needs, social emotional and character development.
2/3/2020	2/14/2020	Quarterly assemblies will be lead by student council and students will be recognized for academic growth
2/3/2020	2/14/2020	Students will lead Student Led Parent Conferences quarterly
3/9/2020	3/31/2020	Multicultural Festival
3/9/2020	3/31/2020	Use Microsoft Forms to take quarterly survey snapshots using the 5 questions about school belonging from the climate and culture survey.
4/1/2020	4/30/2020	3rd Quarterly Awards Assembly
5/1/2020	5/31/2020	Use Microsoft Forms to take quarterly survey snapshots using the 5 questions about school belonging from the climate and culture survey.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	0.65 (2017-18 ELP Success Ratio)
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020, the school will achieve an ELP Success Ratio of at least 1.0.
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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.	The School Leadership Team identified a need to grow strong tier 1 core differentiated Instruction in grades Pre-K -8. There is a lack of walkthrough data that indicated scaffolded lessons, time or objectives for language acquisition, targeted small group instruction, building of background knowledge, and providing reading strategies to comprehend and analyze challenging texts. The team also recognizes a continued need for students to meet the minimum requirements for Imagine Learning and use the data from it to drive small group tier 2 and 3 instruction for those who need it.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.
8/1/2019	8/31/2019	Review NYSESLAT data with ENL teachers and administration to group students by proficiency level.
9/7/2019	1/15/2020	Provide teachers with training and follow-up coaching support and support during PLCs to plan for and implement differentiation during core instruction and small group instruction.
8/1/2019	8/31/2019	Create a walkthrough tool that assesses ELL's participation in and differentiation of tier 1 classroom instruction.
9/1/2019	9/15/2019	ENL teachers will meet with all grade level content teachers serving ELL's to review data and create an individualized plan to meet each student's needs.
9/7/2019	9/30/2019	All classroom teachers will contact the families of ENL students at least twice for positive communications.
9/7/2019	9/30/2019	All ENL students will complete the initial 2 hour placement assessment on Imagine Learning.
10/1/2019	11/15/2019	All ENL students level 1, 2, 3 will complete LASLinks first administration and analyze the data to identify strengths, needs and to set goals for students and provide interventions based on this data.
10/1/2019	10/31/2019	Complete individualized plans for all ENL students, submit through ELlevation platform, and share with classroom teachers.
10/1/2019	10/31/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation.
10/1/2019	10/31/2019	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction.
11/1/2019	11/15/2019	Review of walkthrough data on ELL participation in and differentiation of tier 1 classroom instruction and provide follow-up coaching support and plan professional development based on the data.
11/1/2019	11/30/2019	Review of LASlinks data with administration and classroom teachers and plan interventions and support based on the data.

12/1/2019	12/31/2019	Progress monitor individualized plans for all ENL students, submit through ELlevation platform, and share with classroom teachers.
12/1/2019	12/31/2019	Host tier 3 AIS accountability/data meetings to assist in planning and implementation.
12/1/2019	12/31/2019	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction.
1/1/2020	1/15/2020	Review of walkthrough data on ELL participation in and differentiation of tier 1 classroom instruction.
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.		
		Data from LASlinks, Imagine Learning, and the walkthrough checklist will show that students have been integrated into strong differentiated instruction with minutes and lesson goals being met leading toward growth. 80% of students will make expected gains on LASLinks Fall administration, based on students' performance on previous administration. Decrease 10% from the Fall baseline the percent of English Language Learners (ELLs) in grades 3-8 who score Level 1 on STAR ELA and STAR Math as measured by the mid-year STAR administration. Increase 10% from the Fall baseline the percent of ELLs in grades 3-8 who score Level 3 or 4 on STAR ELA and Math on the mid-year administration. 80% of teachers earn "observed" on the specific school-wide differentiation strategies that will be measured during walkthroughs completed in December.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	1/15/2020	ENL teachers will meet with all grade level content teachers servicing ELL's to review data and individualized plan to meet each student's needs, including sharing what the current level of performance is and the expected gains.
1/1/2020	1/30/2020	All classroom teachers will contact the families of ENL students at least twice for positive communications.
1/1/2020	1/30/2020	All ENL students will complete the initial 2 hour placement assessment on Imagine Learning.
2/1/2020	2/15/2020	All ENL students level 1, 2, 3 will complete LASLinks first administration.
2/1/2020	2/28/2020	Progress monitor individualized plans for all ENL students, submit through ELlevation platform, and share with classroom teachers.
2/1/2020	2/28/2020	Host tier 3 AIS accountability/data meetings to assist in planning and implementation.
2/1/2020	2/28/2020	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction.
3/1/2020	3/15/2020	Review of walkthrough data on ELL participation in and differentiation of tier 1 classroom instruction and provide follow-up coaching support and plan professional development based on the data.
3/1/2020	3/30/2020	Review of LASlinks data with administration and classroom teachers.
4/1/2020	4/30/2020	Progress monitor individualized plans for all ENL students, submit through ELlevation platform, and share with classroom teachers.
4/1/2020	4/30/2020	Host tier 3 AIS accountability/data meetings to assist in planning and implementation.
4/1/2020	4/30/2020	Host tier 1 and tier 2 accountability/data meetings with teachers to assist in planning and implementation of literacy instruction.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		23.2%
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		By June 2020, the percent of students chronically absent will decrease to 22.5%.
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.		Currently the chronic absenteeism rate at Roberts is 23.2%, which needs to be reduced to 22.5%. Our goal is to implement a pro-active approach to reduce our chronic absenteeism by 7%. We have not focused on consistently and systematically communicating to parents the importance of attendance and the impact not being in school has on their student's achievement short-term and long-term. In addition, in some cases communication to parents and interventions for students who were chronically absent were not implemented early enough in the school year and we did not consistently highlight how chronic absenteeism is calculated to families so they will have a deeper understanding about chronic absenteeism.
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.
9/5/2019	9/15/2019	All families will receive a personal contact from teachers and teachers will make a minimum of 5 two way positive contacts per month
9/5/2019	9/15/2019	Communication made to parents on the importance of attendance and the impact of absenteeism on students social emotional and academic success
9/5/2019	1/31/2020	Phone call to parent for every absence by school personnel
9/5/2019	1/31/2020	Grades K and 1 Postcards will be sent home every week
9/5/2019	10/31/2019	2-5 Absences: Teachers or designated individuals communicate every absence to parent
9/5/2019	10/31/2019	2- 5 Absences: Review attendance pattern Office of Family Engagement makes a home visit at the 5th absence
9/5/2019	10/31/2019	2-5 Absences: Office of Family Engagement makes a pro-active and supportive call at the 3rd absence
9/5/2019	10/31/2019	2-5 Absences: Office of Family Engagement makes a home visit at the 5th absence
11/1/2019	11/20/2019	1st Quarter Awards Assemblies : Attendance will be acknowledged and celebrated
10/31/2019	12/31/2019	Energy letter sent home
10/31/2019	12/31/2019	Ensure referral to School Intervention Team has take place and an intervention has been initiated
10/31/2019	12/31/2019	SIT will involve Child Welfaren Lisason to advise and discuss other oppourtunities for services and supports
10/31/2019	12/31/2019	Call parent/person legally responsible explaining the concern and, when appropriate, offering support to resolve the concern

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.	Due to our concerted efforts, we would expect to see at least a .35% decrease in chronic absenteeism by January 2020.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	6/15/2020	Teachers or designated individuals communicate every absence to parents
1/1/2020	6/15/2020	Phone call to parent for every absence by school personnel
1/1/2020	6/15/2020	Grades K and 1 Postcards will be sent home every week
2/3/2020	2/14/2020	2nd Quarterly Awards Assembly: Attendance acknowledged and celebrated
1/1/2020	2/28/2020	Review attendance pattern
4/1/2020	4/30/2020	3rd Quarterly Awards Assembly: Attendance acknowledged and celebrated
1/1/2020	6/15/2020	At the 3rd absence a post card is mailed home by the teacher or designated individual noting absence and the instruction that was missed
1/1/2020	6/15/2020	Office of Family Engagement makes a pro-active and supportive call at the 3rd absence
1/1/2020	6/15/2020	Office of Family Engagement makes a home visit at the 5th absence"

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

