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|----------------|---------------------------------|
| LEA Name:      | Madison Central School District |
| LEA BEDS Code: | 251101040000                    |
| School Name:   | Madison Central School          |

**ENTER DATA INTO AL**

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

|                            |  |       |
|----------------------------|--|-------|
| Contact Name               | Michael Davis  | Title |
| Phone                      | 315-893-1878   | Email |
| Website for Published Plan | <a href="http://www.madisoncentralny.org">www.madisoncentralny.org</a> |       |

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHAIRMAN 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 individual "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 provided, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the signature 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," in the space provided, in a separate document, an explanation of the specific objections or concerns.**

| Name              | Title                     | Signature                |
|-------------------|---------------------------|--------------------------|
| Cheryl Livermore  | Parent                    |                          |
| Jeff Snyder       | Parent                    | only came to one meeting |
| Melissa McNamara  | Parent                    |                          |
| Courtney Webb     | Parent                    | only came to one meeting |
| Raechell Elliott  | Parent                    |                          |
| Zane Elliott      | Parent                    |                          |
| Meghan Dougherty  | Parent                    |                          |
| KayDee Fleming    | Parent                    |                          |
| Duane Wilsey      | 6th Grade Teacher         |                          |
| Amber Neiss       | 6th Grade Teacher         |                          |
| Tina Bergeron     | 2nd Grade Teacher         |                          |
| Amber Thrasher    | Special Education Teacher |                          |
| Jessica Chenel    | High School Math Teacher  |                          |
| Anna McNamara     | 9th Grade student         |                          |
| Delaney Livermore | 8th Grade Student         |                          |
| Reese Snyder      | 8th Grade Student         |                          |
| Larry Nichols     | Secondary Principal       |                          |
| Brian Latella     | Elementary Principal      |                          |
| Michael Davis     | Superintendent            |                          |

# L YELLOW CELLS.

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| Superintendent   |
| <a href="mailto:mdavis@madisoncentralny.org">mdavis@madisoncentralny.org</a> |

CELLOR'S DESIGNEE) IS

s identified in the "Stakeholder

pace for the signature and  
: most recent contact information

xt to his or her signature and

| Date |
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## 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 requirement 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, distributed 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

**Evidence-Based Intervention:** All CSI and TSI schools must implement at least one of the following criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information on 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>
- 2) Selecting an evidence-based intervention identified through either the Whole School Improvement or School Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for an evidence-based intervention

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying an evidence-based intervention.

### State-Supported

If selected, indicate below the specific strategy found at <http://www.nysed.gov> for the 2019-2020 school year.

Strategy the school will implement:

### Clearinghouse-Identified

If selected, indicate below the specific intervention or program to be implemented (e.g., Social-Emotional Learning, Youth) that has concluded this strategy is effective, and the rating or score that was assigned.

Strategy the school will implement:

Clearinghouse

Rating from Clearinghouse

### School-Identified

If selected, indicate below the specific intervention or program to be implemented. If the school identifies a strategy based on research that supports that this strategy meets the ESSA standard for a Tier 1, 2, or 3 evidence-based intervention, then the school must submit the supporting research. If the research is behind a paywall or requires a fee to view, then the school must submit the supporting research to the Department of Education.

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)

## Evidence-Based Intervention

one evidence-based intervention as part of its SCEP. The intervention identified must meet the  
re information can be found at <http://www.nysed.gov/accountability/evidence-based->

intervention:

located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth

Criteria for Tier 1, Tier 2, or Tier 3.

Identifying its evidence-based intervention and follow the corresponding directions for that path.

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies> that the school is implementing in

documented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that the clearinghouse has given this strategy.

documented, the evidence tier that the school believes this intervention falls under, and a hyperlink to the Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting search as an attachment when submitting the SCEP.

Second Step Social-Emotional Learning Curriculum

Tier 3

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_secondstep\\_030513.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_secondstep_030513.pdf)

<https://casel.org/guideprogramssecond-step/>

## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, student Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section c

**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                     |
|-------------------|---------------------------|
| Cheryl Livermore  | Parent                    |
| Jeff Snyder       | Parent                    |
| Melissa McNamara  | Parent                    |
| Courtney Webb     | Parent                    |
| Raechell Elliott  | Parent                    |
| Zane Elliott      | Parent                    |
| Meghan Dougherty  | Parent                    |
| KayDee Fleming    | Parent                    |
| Duane Wilsey      | 6th Grade Teacher         |
| Amber Neiss       | 6th Grade Teacher         |
| Tina Bergeron     | 2nd Grade Teacher         |
| Amber Thrasher    | Special Education Teacher |
| Jessica Chenel    | High School Math Teacher  |
| Anna McNamara     | 9th Grade Student         |
| Delaney Livermore | 8th Grade Student         |
| Larry Nichols     | Secondary Principal       |
| Brian Latella     | Elementary Principal      |
| Michael J. Davis  | Superintendent            |
| Amy Konz          | BOCES data person         |
|                   |                           |
|                   |                           |
|                   |                           |

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options to

| SCEP Steps  | Date(s) this was done with stakeholders | Initials of those involved   |
|---|---|--|
| Reviewing multiple sources of feedback to identify needs and root causes  | May 22 2019                             | CL, JS, MD, MM, CW, RE, ZE, DW, TB, AT, JC, AM, DL, RS, LN, MD, AK |
| Determining priorities and goals based on the needs identified  | May 22 2019 and May 28, 2019            | CL, JS, MD, MM, CW, RE, ZE, DW, TB, AT, JC, AM, DL, RS, LN, MD, AK |
| Identifying an evidence-based intervention  | July 1, 2019                            | CL, RE, ZE, KF, AN, TB, JC, DL, BL, MD                             |
| Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | June 13, 2019                           | CL, MD, MM, RE, ZE, KF, AN, TB, AT, JC, AM, DL, LN, BL, MD, AK     |
| Identifying a plan to communicate the priorities to different stakeholders  | June 24, 2019                           | CL, RE, ZE, KF, DW, AN, TB, AT, DL, LN, BL, MD, AK                 |

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

| Stakeholder group | How the perspectives of this group have been incorporated |
|-------------------|---|
|                   |   |

### Meaningful Stakeholder Participation

|  |     |
|--|-----|
| Teachers responsible for teaching each identified subgroup | N/A |
| Parents with children from each identified subgroup.       | N/A |
| Secondary Schools: Students from each identified subgroup  | N/A |



its, and in accordance with §100.11 of Commissioner’s  
of the SCEP Completion Guide.

le the initials of those involved in each meeting. The initials should  
at the school ultimately decided not to pursue.

| <b>If applicable: Ideas discussed but not pursued (up to 2)</b>   |
|---|
| Looking at surveys, students don't feel as positive about the physical environment as parents do.                           |
|   |
| Discussed 3 different SEL programs and after conversation about all three, narrowed it down to one that everyone agreed on. |
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been incorporated into the SCEP

**ed into the SCEP**

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**A1. ELA Baseline Data: Provide the most recently available information.**

**B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

**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.**

**D1. Action Plan - August 2019 through January 2020**

| <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> |
|---|---|
| 8/5/19  | 8/30/19   |
| 7/1/19  | 8/30/19   |
| 8/12/19   | 8/23/19   |
| 9/4/19  | 12/30/19  |
| 10/25/19  | 10/27/19  |
| 10/25/19  | 10/25/19  |
| 9/4/19  | 12/30/19  |
| 7/1/19  | 8/30/19   |
| 8/5/19  | 8/30/19   |
| 9/4/19  | 12/30/19  |
| 9/4/19  | 12/30/19  |
| 9/4/19  | 12/30/19  |
| 7/1/19  | 8/30/19   |
| 8/1/19  | 12/30/19  |

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|--------|----------|
| 8/1/19 | 12/30/19 |
| 7/1/19 | 8/30/19  |
| 7/1/19 | 8/30/19  |
|        |          |

**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.**

**F1. Action Plan - January 2020 through June 2020**

| <b>F2. Start Date: Identify the projected start date for each activity.</b> | <b>F3. End Date: Identify the projected end date for each activity.</b> |
|---|---|
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
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## English Language Arts

Our 17-18 ELA Academic Achievement Data was a 73. For that same school year our MIP was 78.4.

For the 2019-20 school year, we will meet our MIP of 88.8 on the ELA assessment for the all students group.

K-8 teacher will use the same ELA instructional model. We do not have a writing component for ELA in grade 6-8. We do not have a consistent phonological approach in grade K-2. Currently do not have reading interventions beyond 5th grade. We do not have the yearly schedule for data review of standards. We need dedicated time to look over and understand the NYS Learning Standards.

### 020

**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.

Teachers will review the NYS ELA Learning Standards in a collaborative effort to align the district curriculum both vertically and horizontally.

The district will purchase The Units of Study for Writing program for grades 6-8

All teachers in grades K-8 will take part in two days of Professional Development for balance literacy growth.

Teachers will utilize STAR monitoring software to determine if students are progressing

Three teacher leaders will attend Teachers College Fall reunion as part of professional development to bring back literacy ideas to district.

Middle school ELA teachers will take part in Professional Development to attend the Middle Level Conference

The district will add STAR 360 to develop custom assessment around particular standards that our students have demonstrated difficulties with both on the state assessments and STAR assessment

The district will purchase Orton Gillingham in grades K-2 for phonological awareness

Teachers will take part in Summer professional development on how to use Orton Gillingham for grades K-2

Principals will conduct grade level data meetings to assess the progress of students on particular learning standards.

Principals will attend one grade level meeting per week to provide instructional feedback.

Principals will work with teachers to schedule guided reading and small group intervention instruction so all students receive at least 30 minutes of instruction.

Principals will make sure all teachers have the Units of Study for writing and know how to use them in their classroom to provide standards-based instruction in writing.

Teachers will use STAR 360 to track students growth with particular standards the student is having difficulty grasping.

Teachers will use Freckle as an intervention for students who have difficulty with particular standards.

Principals will convey to all teachers the expected use of the Units of Study for Writing and the Workshop model for literacy.

Teachers will be trained in the use of LLI as an intervention for struggling readers.

On the STAR Winter Benchmark assessment we would expect to see 50 % of our K-8 students on target to meet the end of year S benchmark. On Literacy Winter Benchmark we will expect to see 70% of our K-5 students within the expected band for their grade.

2

**F4. Steps to Address Areas of Need and Improve Goal:** In each cell below, identify the steps the school envisions taking in the half of the school year IF it determines that the August to January steps have been successful.

Principals will meet with grade level teams to evaluate students and change intervention groups in grades K-6 dependent on benchmark data

Students in grades 7 and 8 who are below grade level expectations will take part in FRECKLE Learning during structured study hours

Principals will hold data meetings with k-8 teachers to examine STAR and classroom data

Principals will assign after school homework assistance for failing students in grade 6-8

Teachers will continue to use STAR 360 to focus assessments on standards students are having difficulty with.

Teachers will continue to use Freckle to focus intervention instruction on standards students are having difficulty with.

# REVIEWER FEEDBACK

## REVIEWER FEEDBACK ON BASELINE DATA

## REVIEWER FEEDBACK ON AREA(S) OF NEED

## REVIEWER FEEDBACK ON ACTIVITIES

**REVIEWER FEEDBACK ON BENCHMARK(S)**

**REVIEWER FEEDBACK ON ACTIVITIES**



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**A1. Mathematics Baseline Data: Provide the most recently available information.**

**B2. SCEP Goal for Mathematics**  
**TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

**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.**

**D1. Action Plan - August 2019 through January 2020**

| <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> |
|---|---|
| 8/1/19  | 8/31/19   |
| 8/1/19  | 8/31/19   |
| 8/1/19  | 12/30/19  |
| 8/1/19  | 8/31/19   |
| 8/1/19  | 12/30/19  |
| 8/1/19  | 12/30/19  |
| 8/1/19  | 12/30/19  |
| 8/1/19  | 8/30/19   |
| 8/1/19  | 8/30/19   |
| 8/1/19  | 12/30/19  |
| 8/1/19  | 12/30/19  |
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**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.**

**F1. Action Plan - January 2020 through June 2020**

| <b>F2. Start Date: Identify the projected start date for each activity.</b> | <b>F3. End Date: Identify the projected end date for each activity.</b> |
|---|---|
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |

|        |         |
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| 1/1/20 | 6/30/20 |
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**Mathematics**

Our 17-18 Math Academic Achievement Data was a 75.8. For that same school year our MIP was 76.5.

For the 2019-20 school year, we will meet our MIP of 86.8 on the Math assessment for the all students group.

Although we use the NYS Math Modules, not all components/standards are consistently taught due to different reasons. There is not a consistent approach to using the modules in grades K-10. By the end of the school year, many teachers do not get through all of the modules which means students are missing out on instruction. Mathematical vocabulary is not used on a consistent basis.

**D20**

**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.

All teachers will work with the consultant from BOCES to help teachers understand the NYS Math Modules and how to properly use them as an instructional tool.

All teachers will take part in 2 summer professional development days to help teachers in the same grade levels set up when each module should be completed.

The principals will maintain a print-out chart for engage NY mathematics instruction and have monthly conversations with grade level teams so the pacing of instruction remains on target for the school year.

Grade level teams will plan out when each mid module and end of module assessment will take place.

The principals will schedule data days to compare data from STAR Math assessment along with mid module and end of module assessments and discuss student progress in grade level team meetings.

The district will hold after school homework assistance sessions for students who are failing their math class.

Students in grades 7 and 8 who are below grade level expectations will take part in a structured study hall to review materials and catch up on missing standards.

The district will add STAR 360 to develop custom assessment around particular standards in math to track the progress students are making.

Principals will convey expectations for the use of Math modules to all K-8 grade teachers

Teachers will use STAR 360 to track students growth with particular standards the student is having difficulty grasping.

Teachers will use Freckle as an intervention for students who have difficulty with particular standards.

All teachers on pace with the module calendar so to complete all modules by the end of the school year. Teachers meeting with administration to compare data on STAR and module assessments. More than 50% of each class above the 50th percentile in growth on the mid year benchmark in STAR. 80% of students in class at or above grade level on the mid year Math STAR benchmark.

**D**

**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.

After Mid year STAR benchmark assessment, principals and teachers will meet to change intervention for students below the 50th percentile in growth and below grade level expectations.

Principals will continue data meetings to discuss student progress on module assessment.

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| Principals will work with BOCES to continue Professional Development on how to implement the Math Modules.                |
| Teachers will continue to use STAR 360 to focus assessments on standards students are having difficulty with.             |
| Teachers will continue to use Freckle to focus intervention instruction on standards students are having difficulty with. |
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# REVIEWER FEEDBACK

## REVIEWER FEEDBACK ON BASELINE DATA

## REVIEWER FEEDBACK ON AREA(S) OF NEED

## REVIEWER FEEDBACK ON ACTIVITIES

## REVIEWER FEEDBACK ON BENCHMARK(S)

## REVIEWER FEEDBACK ON ACTIVITIES

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**A1. Survey Question: Provide the survey question for which the school is looking to improve its results**

**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.**

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**B1. SCEP Goal for Survey Question**

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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.**

**D1. Action Plan - August 2019 through January 20**

| <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> |
|---|---|
| 7/2/19  | 8/2/19  |
| 8/2/19  | 8/30/19   |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
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**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.**

**F1. Action Plan - January 2020 through June 2020**

| <b>F2. Start Date: Identify the projected start date for each activity.</b> | <b>F3. End Date: Identify the projected end date for each activity.</b> |
|---|---|
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
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**Survey**

The district provides the materials, resources and training necessary to support students' social or emotional needs.

For this question, only 30% of the instructional staff, 40% of the non-instructional staff and 34% of parents agreed that the district provides the materials, resources and training necessary to support students' social or emotional needs.

On the May 30, 2020 stakeholders' survey, 50% of instructional staff, 60% of non-instructional staff and 54% of parents will agree or strongly agree that the district provides the materials, resources and training necessary to support students' social or emotional needs.

Currently we do not screen students for any social/emotional issues. Staff has not been trained on what to look for when dealing with social/emotional issues. We do not have any social/emotional curriculum or interventions to assist. Although we have 2 school counselors, we do not have nor do we have the funding to hire a School Social Worker. Need to implement NYS social/emotional standards.

**D20**

**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.

The district will purchase the Second Step Social-Emotional Learning curriculum for teachers to implement with their class.

The district will train teachers or Turnkey trainers on how to implement Second Step.

The teachers will begin to implement the Second Step Social-Emotional Learning curriculum to all K-8 students

Twice during the school year, the district will survey stakeholders using the same questions to determine the effectiveness of the program.

The principals will graph discipline data from Schooltools to look for changes and improvements with student behavior compared to the current school year.

Principals will work with teachers to align the curriculum to the NYS Social/Emotional standards

The principal will Implement a Positive Behavior Intervention System (PBIS) in grades K-5

The principals will create partnership between elementary PBIS team and middle and high school team to bring the concepts of PBIS to the middle and high school level students.

We would expect to see a 10% increase in survey data for social/emotional concerns. We would expect to see a 15% decrease in discipline referral for social/emotional outbursts.

**D**

**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.

Teachers will continue to implement curriculum/intervention

Teachers will survey student on their thoughts of the curriculum/intervention

Principals will survey all stakeholders with the same questions as the original survey to determine the effectiveness of the SEL program.

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# REVIEWER FEEDBACK

## REVIEWER FEEDBACK ON BASELINE DATA

## REVIEWER FEEDBACK ON GOAL

## REVIEWER FEEDBACK ON AREA(S) OF NEED

## REVIEWER FEEDBACK ON ACTIVITIES

## REVIEWER FEEDBACK ON BENCHMARK(S)

## REVIEWER FEEDBACK ON ACTIVITIES

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**A1. ELP or School-Selected Baseline Data:**  
Provide the most recently available information.

**B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)**

**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.

**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:</b> Identify the projected end date for each activity. |
|---|---|
| 7/2/19  | 8/2/19  |
| 8/2/19  | 8/30/19   |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
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**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.

**F1. Action Plan - January 2020 through June 2020**

| <b>F2. Start Date:</b> Identify the projected start date for each activity. | <b>F3. End Date:</b> Identify the projected end date for each activity. |
|---|---|
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
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**English Language Proficiency (ELP) or School-Selected Indicator**

From our Climate Survey, 60% of Middle School students feel that students are bullied at school. 70% of High School students feel that cyber bullying is an issue at school.

On the May 30, 2020 student survey, 40% of middle school students and 50% of high school students will feel that cyber bullying is an issue at school. This would result in a 20% decrease compared to the May 30, 2019 student surveys.

Currently we do not screen students for any social/emotional issues. Staff has not been trained on what to look for when dealing with social/emotional issues. We do not have any social/emotional curriculum or interventions to assist. Although we have 2 school counselors, we do not have nor do we have the funding to hire a School Social Worker. The committee feels that bullying comes from students' inability to deal with their own social/emotional issues and that if we work to improve this, we will also be able to reduce the amount of bullying that occurs in school.

**20**

**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.

The district will purchase the Second Step Social-Emotional Learning curriculum for teachers to implement with their class.

The district will train teachers or Turnkey trainers on how to implement the curriculum/intervention.

The teachers will begin to implement the curriculum/intervention to all K-8 students

The principal will implement PBIS in the Elementary School

At intervals during the school year, the district will survey stakeholders using the same questions to determine the effectiveness of the program.

The principals will graph discipline data to look for changes and improvements with student behavior

We would expect to see a 10% increase in survey data for social/emotional concerns. We would expect to see a 15% decrease in discipline referral for social/emotional outbursts.

**21**

**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.

Teachers will continue to implement curriculum/intervention

Teachers will survey student on their thoughts of the curriculum/intervention

Principals will survey all stakeholders with the same questions as the original survey. To determine the effectiveness of the SEL program.

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# 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

## REVIEWER FEEDBACK ON BENCHMARK(S)

## REVIEWER FEEDBACK ON ACTIVITIES

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| <b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>   |   |
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| <b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>  |   |
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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>    |   |
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| <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> |
| 7/2/19  | 8/2/19  |
| 8/2/19  | 8/30/19   |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
| 9/3/19  | 12/30/19  |
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| <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> |   |
|   |   |
| <b>F1. Action Plan - January 2020 through June 2020</b>   |   |
| <b>F2. Start Date: Identify the projected start date for each activity.</b>   | <b>F3. End Date: Identify the projected end date for each activity.</b> |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
| 1/1/20  | 6/30/20   |
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**Chronic Absenteeism or School-Selected Indicator**

When looking at Discipline, all stakeholder groups felt this was a need for concern. For the question on adults working to help students develop strategies to understand and control their feelings and actions, 39% of high school students agreed. 30% of staff felt student discipline and behavior are handled effectively

On the May 30, 2020 student and staff survey, 60% of high school students and 50% of staff will feel that discipline and behavior are handled effectively. This would result in a 20% increase in the May 30, 2019 surveys.

Currently we do not screen students for any social/emotional issues. Staff has not been trained on what to look for when dealing with social/emotional issues. We do not have any social/emotional curriculum or interventions to assist. Although we have 2 school counselors, we do not have nor do we have the funding to hire a School Social Worker. The committee feels that discipline issues come from students' inability to deal with their own social/emotional issues and that if we work to improve this, we will also be able to reduce the amount of discipline referrals that occurs in school.

**20**

**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.

The district will purchase the Second Step Social-Emotional Learning curriculum for teachers to implement with their class.

The district will train teachers or Turnkey trainers on how to implement the curriculum/intervention.

The teachers will begin to implement the curriculum/intervention to all K-8 students

The principal will implement PBIS in the Elementary School

At intervals during the school year, the district will survey stakeholders using the same questions to determine the effectiveness of the program.

The principals will graph discipline data to look for changes and improvements with student behavior

We would expect to see a 10% increase in survey data for social/emotional concerns. We would expect to see a 15% decrease in discipline referral for social/emotional outbursts.

**20**

**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.

Teachers will continue to implement curriculum/intervention

Teachers will survey student on their thoughts of the curriculum/intervention

Principals will survey all stakeholders with the same questions as the original survey. To determine the effectiveness of the SEL program.

Principals will use Schooltools to graph changes in discipline referrals.

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# 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

## REVIEWER FEEDBACK ON BENCHMARK(S)

## REVIEWER FEEDBACK ON ACTIVITIES

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