

LEA Name:	Gilboa-Conesville Central School
LEA BEDS Code:	540801040001
School Name:	Gilboa-Conesville Central School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jack Etter	Title	Superintendent
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Website for Published Plan	http://gilboa-conesville.k12.ny.us/		

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
Jack Etter	Superintendent		14-Aug-19
Tom Cervola	Principal		14-Aug-19
Eileen Flicker	OEE		14-Aug-19
Dawn Bialkowski	School Counselor		14-Aug-19

Gary Burns	High School English Teacher		14-Aug-19
Michelle Dumas	AIS & RTI Teacher; Title I Coordinator		14-Aug-19
Anne Kovac	High School Math Teacher		14-Aug-19
Karen Potter	Grade 4 Teacher; Union President		14-Aug-19
Kristin Tompkins	Art Teacher; Parent		14-Aug-19
Keely VanValkenburgh	Student		14-Aug-19

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

4. The SCEP contains at least one evidence-based intervention.

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

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

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

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

	State-Supported	
X	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

	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	

	School-Identified	
	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 is located behind a paywall, then the school must submit the supporting research when submitting the SCEP.	
	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)	

Identifying an evidence-based intervention	6/25/19; 6/28/19, 7/3/19; 7/15/19; 7/22/19; 7/29/19; 8/5/19; 8/14/19		
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	6/25/19; 6/28/19, 7/3/19; 7/15/19; 7/22/19; 7/29/19; 8/5/19; 8/14/19		
Identifying a plan to communicate the priorities to different stakeholders	6/25/19; 6/28/19, 7/3/19; 7/15/19; 7/22/19; 7/29/19; 8/5/19; 8/14/19		

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	

Tenet 1 or Tenet 2			REVIEWER FEEDBACK
A1. DTSDE Pillar	2E. Effectively Manages Resources		
A2. DTSDE Sub-Pillar (if applicable)	Staffing		
			REVIEWER FEEDBACK ON BASELINE DATA
B1. Baseline Data: Provide the most recently available information.	Just 15% of students receiving AIS and RTI met their end of year growth targets in 2018-19 as measured by iReady scores in Grades K-2, NYS ELA & Math Assessments in Grades 3-8, and Regents Exams in Grades 9-12.		
			REVIEWER FEEDBACK ON GOAL
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2	By June 2020, 100% of the grade level schedules of support teachers will include only the students identified/qualified to receive targeted and intense AIS/RTI support services based on the most recent benchmark assessment.		
			REVIEWER FEEDBACK ON AREA(S) OF NEED
D1. 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.	All elementary students receive AIS instead of just those who require support. There is not an effective system in place to move students in and out of AIS and RTI.		
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.	REVIEWER FEEDBACK ON ACTIVITIES
8/1/2019	8/1/2019	The OEE completes a review of the teaching licenses of all faculty and staff to ascertain who is licensed to provide AIS to in certain subjects.	
8/1/2019	8/1/2019	The OEE reviews the current teaching schedule and meets with the 5th and 6th grade teachers to discuss their teaching assignments because there is a disproportionate number of teachers assigned to these grades.	
8/1/2019	8/1/2019	The principal, superintendent, and OEE meet to review the current schedule identifying the factors to consider when revising the schedule. These factors include Common Planning Time for support services faculty and classroom teachers and sufficient periods to provide AIS for identified students in the middle school/high school.	
8/2/2019	8/2/2019	The principal and school guidance counselor meet to review the schedule, identifying where teachers have extra prep periods and discussing the anticipated need to provide AIS and RTI.	
8/1/2019	8/14/2019	The principal, OEE, and an AIS teacher revise the school's AIS Plan and RTI Manual to more clearly articulate the entrance and exit criteria for AIS and RTI services. The new process includes an AIS Referral Form that requires teachers to pinpoint the specific focus of need based on data.	
8/1/2019	8/23/2019	The principal begins to revise the school schedule, ensuring sufficient time for teachers to provide AIS/RTI to students who will be identified.	
8/26/2019	8/30/2019	The principal finalizes teacher and student schedules, which now provide sufficient time for AIS and RTI for anticipated, identified students. AIS time is doubled in the middle school/high school to enable all eligible students to receive AIS services. Common Planning Time for is included in the schedule.	
8/26/2019	8/30/2019	The administration speaks with the union president and then individual teachers to inform them of staff assignment changes that enables more qualified staff to deliver AIS.	
8/26/2019	8/30/2019	The principal, guidance counselor, and AIS teachers create a list of students eligible for AIS utilizing the most current Grades 3-8 NYS Testing and Regents data. Referrals are completed, approved by the principal, and letters to families are sent.	
8/28/2019	8/28/2019	The new AIS and RTI Manuals are approved by the BOE.	
9/3/2019	9/4/2019	The OEE provides a PD training for all staff on the new AIS and RTI protocols, emphasizing that these processes will now be data-driven.	
9/3/2019	9/4/2019	The administration meets with entire faculty and staff to articulate that only those students who meet the criteria for AIS as written in the new AIS Manual will receive services. This change is intended to provide the most support for our neediest students.	
9/5/2019	9/5/2019	The school year begins with modified teaching assignments and new AIS & RTI protocols in place.	
9/9/2019	9/9/2019	The new system of adding students to AIS as the need arises and ceasing services when students meet growth target begins.	
9/9/2019	9/9/2019	assessment, discuss the needs of individual students, and to adjust the focus of support services as indicated.	
9/11/2019	9/18/2019	instruction.	
9/16/2019	9/16/2019	The BOCES consultant begins work with teachers on utilizing data to improve instruction.	
10/7/2019	10/9/2019	Referrals are approved by the principal when the data suggests services are required, families are informed, and	
10/10/2019	10/10/2019	improvement.	
11/4/2019	12/20/2019	support struggling students.	
11/6/2019	11/20/2019	needs of individual students.	
			REVIEWER FEEDBACK ON BENCHMARK(S)

F1. 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.		By January 2020, 80% of the grade level schedules of support teachers will include only the students identified/qualified to receive targeted and intense AIS/RTI support services based on the most recent benchmark assessment.	
G1. Action Plan - January 2020 through June 2020			
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.	REVIEWER FEEDBACK ON ACTIVITIES
1/6/2020	1/10/2020	The principal reflects on the implementation of the new AIS protocol, ensuring that only identified students are receiving services. Changes to services and schedules are made as indicated.	
Jan-20	1/28/2020	The School Leadership Team meets to review how the modified schedule is working to provide sufficient support services (earlier if needed) and suggests changes as indicated.	
2/10/2020	3/30/2020	The OEE shares ideas for innovate scheduling with the principal and the scheduling committee: https://unlockingtime.org/school-schedules . The resources are reviewed with the goal of finding a model that enables us to provide AIS/RTI support with fewer disruptions to students' schedules.	
2/10/2020	2/10/2020	Teachers continue to work in PLCs to analyze classroom data to provide targeted, differentiated instruction.	
6/22/2020	6/26/2020	The School Leadership Team reflects on the implementation of the new AIS and RTI procedures and provides suggestions to the principal regarding staffing and scheduling changes for the 2020-2021 school year.	

Tenet 3 or Tenet 4

A1. DTSDE Pillar			3A. Curriculum Coherence and Progression
A2. DTSDE Sub-Pillar (if applicable)			Alignment
B1. Baseline Data: Provide the most recently available information.			0% of curriculum maps were aligned to the standards in 2018-19 school year as there were no curriculum maps.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4			By June 2020, 90% of the school's curriculum maps will be aligned to New York State Standards as evidenced by a review of monthly cur
D1. 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's curriculum is not vertically or horizontally aligned in part because there was a lack of training and support in curriculum development and a lack of time dedicated to writing curriculum. Teachers are using many different curriculum programs.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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	8/1/2019	The OEE completes a review of the results of the May/June 2019 Gilboa-Conesville Central School curriculum survey and identifies significant differences from grade to grade.	
8/1/2019	8/1/2019	The OEE reflects on May and June 2019 classroom observations and meetings with teachers and support staff regarding their curricular approaches.	
8/1/2019	8/1/2019	The OEE meets with the new principal to discuss the school's current practices and presents options for developing the curriculum and instruction.	
8/1/2019	8/1/2019	The School Leadership Team meets and agrees that curriculum mapping is the appropriate path to take for school improvement.	
8/15/2019	9/13/2019	The OEE develops curriculum mapping templates for prek -12 classes.	
9/23/2019	9/23/2019	The OEE presents the curriculum mapping templates to the School Leadership Team for review.	
9/25/2019	9/25/2020	The principal approves the curriculum mapping templates.	
10/11/2019	10/11/2019	The OEE leads a professional development training on curriculum mapping and shares the mapping templates with teachers, including a discussion of how to use the NYS Learning Standards. The principal articulates expectations for the monthly completion and submission of curriculum maps. Teachers work in PLCs to begin mapping their curriculum.	
10/14/2019	10/14/2019	The OEE and principal begin to meet with teachers in small groups to guide and support them in their curriculum mapping and standards-alignment efforts.	
10/14/2019	10/14/2019	Teachers continue to meet in PLCs to discuss the curriculum mapping process as well as the specific content on their mapping templates.	
10/14/2019	12/4/2019	The OEE engages in conversations with faculty in small groups and facilitates professional development training on literacy across the content areas.	

11/6/2019	12/4/2019	Additional professional development sessions on curriculum mapping and standards-alignment are provided in small and large groups as needed.
F1. 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.		By January 2020, 45% of the curriculum maps collected (September 2019 through January 2020) are aligned to NYS Learning Standards.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
2/3/2020	2/28/2020	The OEE and principal review the first five month's curriculum mapping templates to begin to identify holes and redundancies, subjects in need of development, and content that may not be aligned with the NYSED Learning Standards.
3/2/2020	3/20/2020	The principal provides feedback to teachers as needed to guide their curriculum mapping.
3/23/2020	3/1/2320	The OEE and principal meet to begin prioritizing and planning the development of the curriculum for the 2020-21 school year.
3/27/2020	3/27/2020	The OEE meets with the School Leadership Team to discuss priority areas within the curriculum to develop in the 2020-21 school year.
4/20/2020	4/20/2020	The OEE provides the principal and School Leadership Team with options for purchasing or developing new curricula and corresponding training for the faculty and staff.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

riculum maps.

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

<u>REVIEWER FEEDBACK ON BENCHMARK(S)</u>
<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

School-Selected DTSDE Tenet

A1. DTSDE Pillar	2D. Provides High-Quality Instructional Leadership
A2. DTSDE Sub-Pillar (if applicable)	Expectations
B1. Baseline Data: Provide the most recently available information.	0% of lesson plans from the 2018-19 school year included evidence that teachers have used data from formative assessment to plan differentiated activities based on student learning needs.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June 2020, 75% of lesson plans will include evidence that teachers have used data from formative assessments to plan differentiated activities based on student learning needs.
D1. 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.	Lesson plans in the 2018-19 school year did not include evidence that teachers used data from formative assessments to plan differentiated activities based on student learning needs because there was a lack of training and support and a lack of monitoring in this area.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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.
9/3/2019	9/4/2019	The OEE facilitates training on data-driven differentiated instruction and RTI Tier I Interventions, which includes a focus on formative assessment.
9/3/2019	9/4/2019	The principal conveys expectations that teachers consistently use formative assessments to adapt their instruction to meet the needs of diverse students.
9/9/2019	9/9/2019	The OEE, BOCES consultant, and principal begin to meet with teachers in small groups to develop, analyze, and discuss implementation of formative assessment.
9/11/2019	9/11/2019	The OEE and principal begin to attend Common Planning Time meetings to guide and collaboratively plan differentiated learning activities based on formative assessment.
10/2/2019	10/2/2019	The OEE leads a follow up professional development session on data-driven differentiated instruction, which includes a discussion of how to document formative assessment in lesson plans.
10/7/2019	10/7/2019	The principal begins to check for mention of formative assessment to differentiate instruction in teachers' submitted lesson plans.
10/11/2019	10/11/2019	The OEE leads a follow up discussion on formative assessment as part of the PD focused on curriculum mapping.
10/11/2019	10/11/2019	Teachers facilitate discussions about implementing differentiated teaching strategies in PLCs.
11/13/2019	11/20/2019	The principal leads a professional development training at a faculty meetings to guide teachers in effectively using formative assessment to meet students' diverse learning needs. Teachers have an opportunity to collaboratively discuss how they use formative assessment in their PLCs.
12/2/2019	12/5/2019	The OEE and BOCES consultant lead model lessons on utilizing formative assessment to differentiate instruction as indicated.

F1. 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.	By January 2020, 40% of the lesson plans include evidence that teachers use data from formative assessments to plan differentiated activities based on student learning needs.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
2/3/2020	2/2/2020	The principal meets with the School Leadership team to discuss teachers' experiences with formative assessment.
2/12/2020	2/19/2020	During faculty meetings teachers share formative assessments and differentiated strategies they have successfully implemented.
2/24/2020	3/31/2020	The principal creates an annotated list of the formative assessments teachers are using to serve as a resources for all.
4/1/2020	4/30/2020	The principal reviews his walkthrough observations of teachers to ensure teachers' formative reflection practice reflects their lesson plans.
6/1/2020	6/12/2020	A June 2020 survey asks teachers to reflect on their developing practice of using formative assessment to differentiate instruction.
6/22/2020	6/26/2020	The School Leadership Team reviews the teachers' survey questions regarding formative assessment and differentiated assessment to plan for ongoing support in the 2020-21 school year.

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)

<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

School-Selected DTSDE Tenet

A1. DTSDE Pillar			5A. Establishing Schoolwide Practices and Policies that support SEL
A2. DTSDE Sub-Pillar (if applicable)			Schoolwide Approach
B1. Baseline Data: Provide the most recently available information.			There were 67 behavior referrals in the 2018-19 school year.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal			By June 2020, school counselors will meet monthly with classroom teachers to collaboratively plan and implement SEL lessons resulting in a 20% decrease in the number of behavior referrals (54) as compared to the 2018-19 school year.
D1. 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.			There were 67 behavior referrals in the 2018-19 school year, which is related to students lacking the skills to effectively manage their emotions and teachers not having the tools to effectively address student SEL needs. The school does not have a school-wide SEL program.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. 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	8/1/2019	The OEE completes a review of eight SEL approaches and curricula and makes a recommendation to the principal.	
8/1/2019	8/1/2019	The OEE provides an overview of the recommended curriculum, the Positive Action SEL program to the School Leadership Team.	
8/1/2019	8/1/2019	The School Leadership Team tours the cafeteria to brainstorm ideas for making the eating experience quieter and less chaotic for students to decrease misbehaviors.	
8/1/2019	8/1/2019	The School Leadership Team discusses current procedures and makes recommendations to the principal to revise lunchtime protocols to minimize older students interacting unsupervised with younger students.	
8/2/2019	8/2/2019	The OEE meets with the school's two counselors, principal and superintendent to report on the SEL review findings.	
8/1/2019	8/30/2019	The superintendent explores options for creating a barrier in the lunchroom to divide the space to separate grades and reduce the noise level.	
9/3/2019	9/4/2019	The OEE provides an overview of SEL and introduces the Positive Action program to staff and faculty.	
9/3/2019	9/4/2019	The principal conveys expectations that teachers greet students individually when they enter the classroom to establish a positive tone for the learning environment.	
9/13/2019	9/13/2019	The principals shares the first SEL "commercial for the month" with all staff.	
9/16/2019	9/16/2019	The principal creates a rotating schedule in the middle school/high school to enable teachers to facilitate Positive Action lessons.	
10/9/2019	10/16/2019	The principal conveys expectations that teachers do not submit behavior referrals for minor misbehaviors in class. Instead teachers should document how they communicate with students individually and in some cases their parents regarding minor behavior problems.	
10/14/2019	8/14/2019	The superintendent orders Positive Action kits for each grade level (prek through 12) along with training materials.	
10/14/2019	10/14/2019	The principal informs families about the Positive Action SEL program.	
10/18/2019	10/18/2019	The principal, OEE, and two school counselors participate in online training on the Positive Action program.	

10/21/2019	10/31/2019	The school counselors begin to turnkey the training on Positive Action program to the classroom teachers and LTAs in small groups.
11/4/2019	11/8/2019	Classroom teachers begin implementing Positive Action lessons.
11/11/2019	12/20/2019	The principal visits classrooms during Positive Action lesson implementation to assess the process and to offer individual support as needed.
F1. 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.		By January 2020, there is a 20% decrease in referrals as compared to January in the 2018-19 school year.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. 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.
1/3/2020	<u>1/3/2020</u>	The principal compares the number of behavior referrals from September 2018 to January 2019 to ascertain if the school is on track to meet its goal of significantly reducing behavior referrals.
2/3/2020	2/3/2020	The principal continues to visit classrooms during Positive Action lesson time to participate and to assess the implementation.
2/3/2020	2/10/2020	Teachers complete a survey to assess their experiences with the Positive Action SEL program.
2/14/2020	2/14/2020	The School Leadership Team and school counselors meet to discuss the implementation of Positive Action and the results of the teacher survey.
2/24/2020	2/24/2020	The School Leadership Team makes recommendations to the principal for additional targeted support for teachers and possibly changes in the SEL lesson schedule based on the midyear teacher survey.
2/3/2020	2/14/2020	The administration plans training for bus drivers, kitchen staff, and custodians who work during school hours.
2/3/2020	2/28/2029	The administration plans training for families during the school day and in the evening.
6/24/2020	6/20/2020	The School Leadership Team and school counselors meet to reflect on SEL development in Year 1 and discuss the implementation of Positive Action in Year 2.

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)

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REVIEWER FEEDBACK ON ACTIVITIES

Survey Results

Survey Results		
A1. Survey Baseline Data: Provide the most recently available information.		
		In the May 2019 NYSED Staff Survey, just 15% of staff agree or strongly agree that school leaders give clear expectations about implementing what is learned in professional development and follow up to see how teachers' classrooms look differently.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results		
		Professional development in the 2019-20 school year will be followed up with targeted walkthrough observations and feedback by the principal so that at least 70% of the teaching staff indicate in a June 2020 staff survey that school leaders provide clear expectations about implementing what is learned in PD.
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.		
		In the past there has been no system for school leaders to follow up on what was taught during PD. School leaders have not provided clear expectations for the implementation of strategies learned through PD.
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	8/30/2019	
9/3/2019	9/4/2019	The principal and OEE meet to collaboratively plan professional development for the upcoming school year that relates to the school's SCEP goals.
9/11/2019	9/18/2019	Professional development focused on curriculum and instruction that is facilitated by the OEE, BOCES consultant, and principal begins.
9/11/2019	9/18/2019	The principal shares and discusses a walkthrough observation template with the School Leadership Team to clarify expectations regarding implementation of professional development content.
10/2/2019	10/2/2019	Teachers who attend workshops and conferences outside of the Gilboa-Conesville Central School begin to turnkey the content at faculty meetings.
10/4/2019	10/4/2019	The School Leadership Team begins to engage in informal conversations with teachers about the content of professional development training and the benefits for students.
10/9/2019	10/16/2019	The principal shares upcoming professional development topics with families to keep them informed about teachers' training on best practices in education.
10/9/2019	10/16/2019	Teachers discuss the classroom implications of the PD training provided thus far in PLCs.
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.		
		By January 2020, 35% of staff agree or strongly agree that school leaders give clear expectations about implementing what is learned in professional development and follow up to see how teachers' classrooms look differently.

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.
1/6/2020	1/6/2020	The principal continues to ensure that professional development is directly applicable to classroom practice.
1/6/2020	1/6/2020	The principal continues to look for evidence of teachers implementing ideas learned from PD in walkthrough observations.
2/4/2020	2/4/2020	The School Leadership Team discusses teachers' perceptions about professional development and makes recommendations to the principal regarding ongoing support.
6/1/2020	6/12/2020	Teachers complete a survey, which includes questions about their experiences with implementing ideas from professional development in the 2019-20 school year.
6/19/2020	6/19/2020	The School Leadership Team reviews the teachers' survey questions on professional development and makes recommendations to the principal.
Jun-20	6/30/2020	Administrators begin to plan professional development in the 2020-21 school year based on the feedback from the June 2020 teachers' survey and feedback from the School Leadership Team.

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)

<u>REVIEWER FEEDBACK ON ACTIVITIES</u>