



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 Modified School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Wallkill Central School District	Ostrander Elementary School	Natalie Harjes	K-6

Completing this Document

All schools completing this document will have five SCEP Goals:

Required:

1. ELA
2. Math
3. Survey

Based on Subgroup Identification Status:

4. English Language Proficiency (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal
5. Chronic Absenteeism (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal

2018-19 Accountability Data

Elementary/Middle School Accountability Indicators

Ostrander Elementary School

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
SWD	1	2	1	1	1

Stakeholder Participation

Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs, and root causes, including challenges that have emerged as a result of COVID-19.
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes, including challenges that have emerged as a result of COVID-19	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.	Step 5: Identifying a plan to communicate the priorities with different stakeholders
10/27/20	X				
11/3/20	X	X			
11/4/20	X	X	X		
11/5/20	X		X	X	X
11/10/20			X	X	X
11/17/20				X	X
11/23/20			X	X	X
12/1/20			X	X	

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Special education teachers were invited and participated in the needs assessment, survey, data review, determining the priorities, identifying evidence-based interventions, and communicating the plan to all school constituents.
Parents with children from each identified subgroup	Parents from the subgroup (SWD) participated in the survey. We also had a parent from the subgroup on the committee. The parent from the subgroup on committee was involved in developing the needs assessment, reviewing the survey and data, determining the goals and priorities along with choosing the evidence-based interventions.
Secondary Schools: Students from each identified subgroup	N/A

Stakeholder Involvement

Stakeholder Involvement

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										
		10/19	10/27	11/3	11/4	11/5	11/6	11/10	11/17	11/23	12/1	12/7
Colleen Kellner	SPED Teacher		X	X	X			X		X		X
Amy Gerace	SPED Teacher		X	X	X			X		X		X
Karen Bayer	Gen. Ed. Teacher		X	X	X			X		X		X
Eileen Lundgren	Gen. Ed. Teacher		X	X	X			X		X		X
Donna Otto	School Psychologist		X	X	X			X		X		X
Joy Heeney	School Social Worker		X	X	X			X		X		X
Kristine Boyle	School Intervention Specialist		X	X	X			X		X		X
Sara Ellison	Gen. Ed. Teacher		X	X	X			X		X		X
Kate Usewicz	Parent		X	X	X			X		X		X
Monica Hanke	Parent		X	X	X			X		X		X
Nicole Parete	Coordinator of SPED	X	X	X	X			X		X		X
Barbara Hastie	BOCES Consultant		X	X	X	X		X		X	X	X
Natalie Harjes	Principal	X	X	X	X	X	X	X	X	X	X	X
Dr. Peter McFarlane	Outside Educational Expert (OEE)	X	X	X	X	X	X	X		X	X	X
Anthony White	Director of Pupil Personnel Services	X	X	X	X	X	X	X	X	X	X	X

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:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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 Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified:	Professional Learning Communities (PLC) and Coaching as a support service to implement PLC's effectively.
SCEP Goal(s) this strategy will support	Tenet 3A-Curriculum coherence and progression
SCEP Goal(s) this strategy will support	Tenet 4G-Using assessment and feedback in instruction
SCEP Goal(s) this strategy will support	Tenet 5A – Establish schoolwide practices that support SEL

☐ Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
<input type="checkbox"/>	What Works Clearinghouse
<input type="checkbox"/>	Rating: Meets WWC Standards Without Reservations
<input type="checkbox"/>	Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
<input type="checkbox"/>	Rating: Top Tier
<input type="checkbox"/>	Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development

	<input type="checkbox"/>	Rating: Model Plus
	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

☐ **School-Identified**

If "X" is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

State-Supported Evidence-Based Strategies

Professional Learning Communities & Instructional Coaching (Professional Learning Communities and Coaching as a support service to implement PLC's effectively)

Grade Range

All (K-6)

Parameters:

PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:

- Discuss issues around student learning
- Collect and analyze data
- Develop and try out instructional solutions
- Assess the impact of these solutions

Research indicates that well-implemented PLCs support improvements in practice, along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

Tenet 3 Curriculum Practices

English Language Arts (ELA) & Math Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (specific, measurable, attainable, relevant, timely) Goal	Most Recent End-of-the-Year data for the same measure as the Goal
3	3A – Curriculum coherence and progression for Math and ELA	By June 2021, 75% of teachers will identify and operationalize the skills, knowledge, and dispositions that students will need to demonstrate that they have met the consistent learning standards across special and general education classes.	October 2020, based on classroom visits, interviews with teachers, and the building principal that there is a need for teachers to recognize the skills, knowledge, and dispositions that students need to demonstrate that they have met the standards that are embedded in grade-level curriculum maps need to be the focus of the lesson.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to a certain section of the school? (grade/content area)
There is a need to follow the standards and plan lessons that clearly identify the skills, activities, and knowledge that students will demonstrate to meet the standards.	K-6, Students with Disabilities (SWD), ELA & Math

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
January 4, 2021	January 30, 2021	Each grade level PLC will meet to develop a plan to share how they will modify the instructional curriculum so that it is consistent throughout grades K-6 and aligned to the state standards.
January 4, 2021	January 30, 2021	Each grade level PLC will meet to develop and share a process to review previous lessons, before beginning a new lesson and share with K-6 teachers.
January 4, 2021	January 30, 2021	Each grade level PLC will meet to develop and share how to teach to the standards that are addressed in the curriculum maps at the students' ability with K-6 teachers.
January 4, 2021	January 30, 2021	Each grade level PLC will meet to analyze and discuss district assessments such as, STAR and Benchmark assessments to ensure there is alignment of curriculum to standards and assessments.

February 2021	June 2021	Grade level PLC's will continue to modify the curriculum monthly so that it is consistent and standards-based throughout grades K-6
February 2021	June 2021	Each grade level PLC will continue to meet, share, and review previous lessons, and share this information with teachers in K-6.
February 2021	June 2021	Each grade level PLC will continue to meet, share, and discuss the best practices, teachers are utilizing to effectively teach to the standards that are addressed in their curriculum maps in grades K-6.

Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

Evidence of Success	When the school would expect to reach this
District and School administrator observations	March 26, 2021/June 25, 2021
Review of modified curricular maps	March 26, 2021/June 25, 2021
Review of lesson plans/STAR & Benchmark Assessments	March 26, 2021/June 25, 2021

Tenet 4 Instruction

ELA & Math Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (specific, measurable, attainable, relevant, timely) Goal	Most Recent End-of-the-Year data for the same measure as the Goal
4	4G – Using Assessment & Feedback in Instruction	June 2021, 40% of teachers will provide timely formative feedback to students in ELA and Math. Teacher feedback will consist of setting achievable benchmarks with students based on formative assessment data that is aligned to the NYS standards.	October 2020, based on classroom visits 12% of teachers provided specific feedback related to the lesson.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to a certain section of the school? (grade/content area)
Teachers need to learn to be consistent in the use of summative and formative assessment to inform instructional decisions. More focus on having students set intentional short-term goals would influence their own progress.	K-6, Students with Disabilities (SWD), ELA & Math

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
January 4, 2021	January 30, 2021	Teachers will receive professional development and coaching on how to effectively use summative and formative assessment to inform their instructional decisions.
January 4, 2021	January 30, 2021	Each grade level PLC will meet to analyze and discuss district assessments such as, STAR and Benchmark assessments to ensure that there is congruence between what is taught in the classroom and what is expected by NYS standards.
February 2021	June 2021	Each grade level PLC will meet weekly to discuss and review student data to determine and implement instructional strategies that best promote student academic success. <ul style="list-style-type: none"> Coaching will support the implementation of practices developed and learned from the professional development on formative assessment. Successful strategies will be shared by members within the PLC.
February 2021	June 2021	Each grade level PLC will discuss and review one (1) student work sample weekly to determine what instructional strategies should be modified to have greater student success.

		<ul style="list-style-type: none"> Coaching will support how teachers utilize student work to create next steps in lesson planning, grouping, specially designed instruction and differentiated instruction.
January 4, 2021	June 2021	A shared living document will be created that shares a list of formative and summative assessments; this will be reviewed at regularly scheduled PLC meetings.

Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

Evidence of Success	When the school would expect to reach this
District and School administrator observations	March 26, 2021/June 25, 2021
Review of lesson plans/STAR and Benchmark Assessments	March 26, 2021/June 25, 2021
Survey feedback collected and reviewed by PLC <ul style="list-style-type: none"> Teacher feedback Student feedback Parent feedback 	June 25, 2021

Tenet 5 Social Emotional Learning (SEL)

Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (specific, measurable, attainable, relevant, timely) Goal	Most Recent End-of-the-Year data for the same measure as the Goal
5	5A	By December 2020, the SEL PLC will develop a survey that will assess student readiness to learn. The data from the survey will be used to provide students with personalized check-ins and interventions as needed. The daily check-in data will be used to improve our tiered referral system to provide timely behavioral and academic interventions.	N/A

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to a certain section of the school? (grade/content area)
Our hypothesis is that each student's SEL readiness is at different levels. As a result, we want to create this readiness survey to assess students' social emotional developmental health needs so they can access the learning standards.	All Students, K-6

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Jan 2021	June 2021	The SEL PLC will create a daily check-in form for students to assess their social/emotional status as it relates to being ready to learn.
Jan 2021	June 2021	Starting on January 4, 2021 all OES students will do a daily SEL check-in for the remainder of the school year <ul style="list-style-type: none"> The data collected from January 4-22 will be used as our baseline data. SEL team will look at the daily spreadsheet created and respond to any student whose results indicate a need for a personal check in, this data will be used for future identification to build upon schoolwide support and planning. A flowchart will be created and shared with classroom teachers, so the steps involved in checking on these students is clear to all.

		<ul style="list-style-type: none"> • The SEL PLC will gather and analyze results during the last week of every month in order to determine what social/emotional skill deficits exist. • The results from the 2021 school year (Jan.-June) will be used to determine the type and scope of social emotional curriculum needed to assure that all students at OES are ready to learn in the 2021-22 school year. • A subgroup of PBIS will review data at the end of each month to look at what system wide supports are needed that PBIS can provide. • The SEL PLC will concurrently create a survey for OES teachers in order to assess The Academic and Behavioral RTI systems currently in place with a long-term goal of improving their utilization.

Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

Evidence of Success	When the school would expect to reach this
District and School administrator observation of forms	March 26, 2021/June 25, 2021
Survey feedback collected and reviewed by PLC <ul style="list-style-type: none"> • Teacher feedback • Student feedback • Parent feedback 	June 25, 2021
Review of survey data, Behavioral RTI data, and identify gaps	March 26, 2021/June 25, 2021

Survey Goal

Goal

Directions: Identify a survey question asked to either students, families, or staff at some point in 2020 that the school would like to improve the responses from that stakeholder group.

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Teachers and staff	I feel confident that I have the resources and ability to address my special education students' needs.	85% of responses agree or strongly agree.	75% of the staff either agreed or strongly agreed with the statement. 13% were neutral. Approximately 7% disagreed or strongly disagreed and 5% responded N/A.

Root Causes

What theories or hypotheses does the school have as to why the school received the survey results it received in 2020?
When the teachers develop a comprehensive understanding of the New York State Learning Standards, then they will be able to effectively scaffold, differentiate and meet the students individual learning needs through researched based curriculum.

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 25, 2021	Teachers will develop an improved appreciation of how the curriculum is a means to enable students to successfully meet grade-level standards.
January 2021	June 25, 2021	Teachers in special class settings will align the ELA and Math standards to the research-based resources to meet the individual needs of students.

Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
Evidence of Success	When the school would expect to reach this
Survey feedback collected and reviewed by PLC <ul style="list-style-type: none"> Teacher feedback 	June 25, 2021

Chronic Absenteeism or School-Selected Goal

Goal

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
SWD	2019-2020 End of the year chronic absenteeism rate was 26.4%.	2020-2021 5% decrease in chronic absenteeism from 26.4% to 21.4%.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
The extenuating circumstance has caused a decrease in attendance (COVID-19 pandemic)	SWD's, K-6
Traditional school structures in place have limited the ability to accurately monitor and support attendance improvement.	SWD's, K-6

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Jan 2021	June 2021	Communicate the attendance plan to all Ostrander families.
Jan 2021	June 2021	Use attendance data to identify students who are chronically absent.
Jan 2021	June 2021	The attendance team meets monthly to discuss students who are identified as chronically absent.
Jan 2021	June 2021	The committee then develops an individualized attendance plan to support each student to improve their attendance based on student absentee data. (as per attendance plan)

Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date.	
Evidence of Success	When the school would expect to reach this
By the end of the 3 rd quarter we would see a 2% decrease in chronically absent SWD's	April 2021
By the end of the 4 th quarter we would see a 3% decrease in chronically absent SWD's.	June 2021

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

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. ☒ As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3. ☒ The SCEP will be implemented no later than the first day of student attendance in January 2021.
4. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

TSI Schools: The plan should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).