



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	John Williams #5	Terrilyn Hammond	PreK-8

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	3	2	3	1	1

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	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Black	1	3	2	2	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
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, and identifying benchmarks for the goals identified
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	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, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
5/20/20	X	X			
6/2/20	X	X			
6/3/20	X	X	X	X	
6/10/20	x	x	x	x	
6/17/20	x	x	x	x	

Stakeholder Participation

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	The SBPT members represent the constituency of the school and the students in the subgroup for which we are sited
Parents with children from each identified subgroup	Our parent member represents the identified subgroup
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. 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.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)								Signature
		5/20	6/2	6/3	6/10	6/17	8/24			
Hammond, Terrilyn	Admin	x	x	x	x	x	x			
Hollomon, Loretta	Admin	x		x	x		x			
Gizzi, David	Admin			x	x	x	x			
Tesoriero, Catherine	RTA			x	x	x	x			
Thomas, Alyisha	RTA		x	x	x	x				
Rohan, Jacob	RTA		x	x	x	x	x			
Gilroy, Carrie	RTA		x	x	x					
Laiosa, Sarah (sub)	RTA	x	x	x	x	x	x			SL
Jones, LaToya	RTA	x	x		x		x			
Leone, Diane	Parent Liaison		x	x	x	x	x			
Stubbs, Ebony	Parent		x							

- Parent participation was affected by Covid-19 closures

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	PLC
SCEP Goal(s) this strategy will support	<ul style="list-style-type: none"> ● participation and understanding of building assessment literacy ● introduction and development of understanding for Data Wise, collection, analysis, and evaluation of data and how we are meeting our goals ● creation of grade level assessment tasks, rubrics, feedback, and revision processes with regards to both ELA and Math goals to address literacy focus area ● a means to deliver PD and facilitate conversation around the goals

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	

Evidence-based Intervention

<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)	

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	58.8	50.3
Black	49.9	42.8

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Lack of effective and consistent implementation of the readers/writers workshop model and inconsistent use of data has resulted in low performance on internal and external ELA assessments.	Whole School

Support	Monitor	Measure
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Action Plan: August 2020 to January 2021

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
7/1/2020		Master schedule was created to support the use of the workshop model in all classrooms.
7/1/2020	1/31/2021	K-8 staff will participate in Data Wise PD in order to develop an understanding of how Data Wise can be used to improve instruction.
7/1/2020	8/31/2020	K-5 teachers will attend MyView PD.
7/1/2020	8/31/2020	6-8 teachers will attend the district based ELA PD.
8/1/2020	8/31/2020	ILT will review and revise walkthrough tools that will be used for informal feedback throughout the year. This will be shared with the whole staff.
8/1/2020	1/31/2020	Teacher leaders will provide continuing Workshop model PD (a series) to refresh teachers in expectations and provide examples of the workshop model in action using the RIF framework (workshop model).
9/1/2020	1/31/2021	PLCs at all grade levels will meet weekly. Each meeting will focus on a different aspect of meeting the students' needs and improving instruction. <ol style="list-style-type: none"> 1) MTSS (social emotional, attendance, behavior, RTI) 2) Instructional Focus ELA 3) Instructional Focus Math 4) Looking at Student Work, MyView Rubrics

ELA Goal

9/1/2020	1/31/2021	Grade 5 team will participate in the Data Wise process outlined in our Journey's presentation .
9/1/2020	1/31/2021	K-8 ELA teachers will implement the MyView curriculum and will be monitored through walkthroughs.
9/1/2020	1/31/2021	Administration will perform monthly walkthroughs to provide feedback on the consistent and effective use of the workshop model in classrooms. Feedback will be shared with staff.
10/1/2020	1/31/2021	Administrators will review walkthrough data with all teachers monthly. Those that had many deltas will be given the opportunity to work with a member of a support team for additional help.
9/1/2020	1/31/2021	Administrators will perform walkthroughs in the grade 5 classrooms to monitor the progress of the Data Wise Journey.
9/1/2020	1/31/2021	Administrators will review walkthrough data with the grade 5 teachers on the Data Wise Journey bi-monthly.
9/28/2020	1/31/2021	Grades 1-8 Teachers will use the MTSS model, supported by data, to gauge their effectiveness, provide information for student groupings, and make changes to the programs as needed. 1-6 teachers will implement this through Walk to Success while 7/8 teachers will implement this using the MTSS course..

Mid-Year Benchmark

<p>Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	53% of students in grades 1-8 met NWEA growth targets.	58% of students in grades 1-8 will meet or exceed NWEA growth targets.

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
1/31/2021	2/15/2021	ILT will assess effectiveness of walkthrough tools and make any adjustments as needed.
1/31/2021	6/30/2020	Teacher leaders will continue to provide continuing Workshop model PD (a series) to refresh teachers in expectations and provide examples of the workshop model in action using the RIF framework (workshop model).
1/31/2021	6/30/2021	PLCs at all grade levels will continue to meet 4 times a month. Each meeting will focus on a different aspect of meeting students' needs and improving instruction. 1) MTSS (social emotional, attendance, behavior, RTI)

ELA Goal

		<p>2) Instructional Focus ELA</p> <p>3) Instructional Focus Math</p> <p>4) Looking at Student Work, MyView Rubrics</p>
1/31/2021	6/30/2021	Grade 5 team will continue to participate in the Data Wise process outlined in our Journey's presentation.
1/31/2021	6/30/2021	ELA teachers will continue to implement and monitor the MyView curriculum.
1/31/2021	6/30/2021	Administration will continue to perform monthly walkthroughs to provide feedback on the consistent and effective use of the workshop model in classrooms. Feedback will be shared with each staff member.
1/31/2021	6/30/2021	Administrators will continue to review walkthrough data with all teachers monthly. Those that had many deltas will be given the opportunity to work with a member of a support team for additional help.
1/31/2021	6/30/2021	Administrators will continue to perform walkthroughs in the grade 5 classrooms to monitor the progress of the Data Wise Journey.
1/31/2021	6/30/2021	Administrators will continue to review walkthrough data with the grade 5 teachers on the Data Wise Journey bi-monthly.
		Grades 1-8 Teachers will continue to use the MTSS model, supported by data, to gauge their effectiveness, provide information for student groupings, and make changes to the programs as needed. 1-6 will implement this using Walk to Success and 7% will implement this in the MTSS course.
1/31/2021	6/30/2021	K teachers will begin the use of the MTSS model. Data will be used to form groups and implemented using Walk to Success.

Addressing COVID-19 Related Challenges – ELA Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Curriculum Maps need adjusting	Convene vertical teams to ensure last year's missed content is covered in Fall.	August
Pre-assessment data	3-8: Pre-assessment/fall data tools will need to be done immediately as students come back to school. Data will be reviewed and used to address where to start instruction and what will need to be bridged in MTSS.	September
Pre-assessment data	1-2: Need additional support to deliver and monitor a valid pre-assessment of student skills.	September

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	51.2	46.7
Black	41.6	32.3

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Lack of effective and consistent use of the math workshop model and inconsistent use of data has resulted in low performance on internal and external Math assessments.	Whole School

Support	Monitor	Measure
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Action Plan: August 2020 to January 2021

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/1/2020	8/1/2020	Master Schedule was created to support the use of the workshop model in all classrooms.
8/1/2020	8/31/2020	K-8 staff will participate in Data Wise PD in order to develop an understanding of how Data Wise can be used to improve instruction.
8/1/2020	8/31/2020	K-8 teachers will attend district based curriculum Math PD.
8/1/2020	8/31/2020	ILT will review and revise walkthrough tools that will be used for informal feedback throughout the year. This will be shared with the whole staff.
8/1/2020	9/15/2020	Teacher leaders will provide Workshop model PD (a series) to refresh teachers in expectations and provide examples of the workshop model in action using the RIF framework (workshop model).
9/1/2020	1/31/2021	PLCs at all grade levels will meet 4 times a month. Each meeting will focus on a different aspect of meeting students' needs and improving instruction. <ol style="list-style-type: none"> 1) MTSS (social emotional, attendance, behavior, RTI) 2) Instructional Focus ELA 3) Instructional Focus Math 4) Looking at Student Work based on curriculum
9/1/2020	1/31/2021	Middle school Math team will participate in the Data Wise process outlined in our second Journey's presentation.

Math Goal

9/1/2020	1/31/2021	Administration will perform monthly walkthroughs to provide feedback on the consistent and effective use of the workshop model in classrooms. Feedback will be shared with each staff member.
10/1/2020	1/31/2021	Administrators will review walkthrough data with all teachers monthly. Those that had many deltas will be given the opportunity to work with a member of a support team for additional help.
9/1/2020	1/31/2021	Administrators will perform walkthroughs in the middle school math classrooms to monitor the progress of the Data Wise Journey.
9/1/2020	1/31/2021	Administrators will review walkthrough data with the middle school Math teachers on the Data Wise Journey bi-monthly.
9/28/2020	1/30/2021	Grades 1-8 Teachers will use the MTSS model, supported by data, to gauge their effectiveness, provide information for student groupings, and make changes to the programs as needed.

Mid-Year Benchmark

<p>Identify the specific assessment of Math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	52% of students in grades 1-8 met the NWEA growth target.	57% of students will meet or exceed NWEA growth target.

Planning for February to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
2/1/2021	6/30/2021	ILT will revisit walkthrough tools for effectiveness in the feedback process and make adjustments as needed.
2/1/2021	6/30/2021	PLCs at all grade levels will continue to meet 4 times a month. Each meeting will focus on a different aspect of meeting students' needs and improving instruction. <ul style="list-style-type: none"> 1) MTSS (social emotional, attendance, behavior, RTI) 2) Instructional Focus ELA 3) Instructional Focus Math 4) Looking at Student Work, MyView Rubrics
2/1/2021	6/30/2021	Middle school Math team will continue to participate in the Data Wise process outlined in our second Journey's presentation.
2/1/2021	6/30/2021	Administration will continue to perform monthly walkthroughs to provide feedback on the consistent and effective use of the workshop model in classrooms. Feedback will be shared with each staff member.

Math Goal

2/1/2021	6/30/2021	Administrators will continue to review walkthrough data with all teachers monthly. Those that had many deltas will be given the opportunity to work with a member of a support team for additional help.
2/1/2021	6/30/2021	Administrators will continue to perform walkthroughs in the middle school math classrooms to monitor the progress of the Data Wise Journey.
2/1/2021	6/30/2021	Administrators will continue to review walkthrough data with the middle school Math teachers on the Data Wise Journey bi-monthly.
2/1/2021	6/30/2021	Grades 1-8 Teachers will continue to use the MTSS model, supported by data, to gauge their effectiveness, provide information for student groupings, and make changes to the programs as needed.

Addressing COVID-19 Related Challenges – Math Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August
Pre-assessment data	3-8: Pre-assessment/fall data tools will need to be done immediately as students come back to school. Data will be reviewed and used to address where to start instruction and what will need to be bridged in MTSS.	September
Pre-assessment data	1-2: Will need additional support to deliver and monitor a valid pre-assessment of student skills.	September

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
1.15	1.02

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 certain sections of the school (grade/content area?)
Lack of consistent co-planning has resulted in low performance in assessments.	whole school

Support	Monitor	Measure
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Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/1/2020	8/30/2021	ENL teachers will attend PDs for MyView and/or 6-8 ELA curriculum and those prescribed for ENL teachers.
8/1/2020	1/30/2021	ENL teachers will participate in PD centered around Data Wise and meet the criteria outlined in both the Math and ELA sections of the SCEP for appropriate support of students.
8/1/2020	9/1/2020	ENL teachers will participate in co-planning PD offered through district and share resources with their co-teacher.
9/1/2020	1/30/2021	ENL teachers will participate in weekly PLC meetings in support of the ELL Integrated Model Program at School 5.
9/1/2020	1/30/2021	ENL teachers will actively participate daily in co-planning and co-delivery of lessons with their classroom/grade level teachers. (will support both the ELA and Math goals.
9/1/2020	1/30/2021	All K-8 ENL classrooms will utilize data to support the creation of flexible groupings to fidelity.
9/1/2020	1/30/2021	All K-8 ENL teachers will co-plan and support the school wide MTSS, using data from MyView/6-8 ELA curriculum and data sources created by the math teachers to form groups and inform instruction.

ELP or School-Selected Goal

9/1/2020	1/30/2021	ENL teachers will co-plan and support Data Wise.: Grade 5 for our ELA journey and middle school for our Math journey.
9/1/2020	1/31/2021	Administration will perform monthly walkthroughs to provide feedback on the consistent and effective use of co-teaching models in classrooms. Feedback will be shared with each staff member.
10/1/2020	1/31/2021	Administrators will review walkthrough data with all teachers monthly.

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
NWEA	58% of ENL students met or exceeded NWEA ELA growth targets	63% of ENL students will meet or exceed their NWEA growth target.

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
1/1/2021	6/30/2021	ENL teachers will continue to participate in the PLC weekly meetings as outlined above.
1/1/2021	6/30/2021	ENL teachers will continue to actively participate daily in co-planning with their classroom/grade level teachers. (will support both the ELA and Math goals listed above)
1/1/2021	6/30/2021	All K-8 ENL classrooms will continue to utilize data to create flexible groupings to support their co-teachers.
1/1/2021	6/30/2021	All K-8 ENL teachers will continue to co-plan and support the school wide MTSS, using data from MyView/6-8 curriculum and data sources created by the math teachers to form groups and inform instruction.
1/1/2021	6/30/2021	ENL teachers will continue to co-plan and support Data Wise Grade 5 for our ELA journey and middle school for our Math journey.
1/1/2021	6/30/2021	Administration will continue to perform monthly walkthroughs to provide feedback on the consistent and effective use of co-planning and co-teaching model in classrooms. Feedback will be shared with each staff member.
1/1/2021	6/30/2021	Administrators will continue to review walkthrough data with all teachers monthly.

ELP or School-Selected Goal

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Pre-assessment	2-8 ENL teachers will create/adapt a mini NYSESLAT exam (reading and writing) to use as a pre-assessment of student proficiency level when reentering school.	September
Pre-assessment	K-1 will use what the general ed students are using for pre-assessment mentioned above	September

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	27	31.6
Black	29.3	34.5

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 certain sections of the school (grade/content area?)
Communication and relationships between school and home need to be proactive, reflect available technology and promote parent/family involvement/engagement.	whole school

Support	Monitor	Measure
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Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/1/2020	9/1/2020	Parent Liaison, admin and clerical will work together to make initial contact with families new to School 5. Contact will be made in the family's first language as often as possible.
8/1/2020	9/8/2020	ILT will review last year's attendance data. Parent Liaison and admin will reach out to returning students and families of chronically absent students to see what support the families need to increase attendance going into the new school year.
8/15/2020	8/30/2020	A beginning of the year newsletter will be mailed home to parents that includes a section on attendance. It will include the district attendance policy, implications of delayed learning from poor attendance, our attendance data for last year, and our attendance goal for this year. It will also outline the incentive program.
8/1/2020	8/31/2021	A full school digital directory will be created for parent contact in Google Drive, inclusive of working email addresses. Notification of this new form of communication home will be communicated in the beginning of the year newsletter and include a contact form to bring to school in the first week. The directory will be updated daily.

Chronic Absenteeism or School-Selected Goal

9/8/2020	1/31/2020	An attendance station that shares attendance data and systems will be added and showcased during all families events at the school such as; open House, Parent/Teacher Conferences, etc.
9/8/2020	1/31/2021	Attendance team (administration, parent liaison, social workers, parent representative for tier 1 incentives and home language assistant) will meet weekly to discuss chronically absent students and plan next steps for supporting the students and families. Minutes from these meetings will be shared with the staff and families via our district website. Data from these meetings will be shared with the staff via a new attendance section of the weekly school newsletter (Bobcat Chat) and the attendance section of the newsletter will be available to all stakeholders as a hard copy in the main office.
9/8/2020	1/31/2021	Administration and teacher leaders will work with the IT department to host a monthly parent outreach meeting. These meetings will include instruction on technology being used in the classroom to aid in communication (including attendance) through the various platforms being used in classrooms (Class Dojo, Google Classroom, Remind, etc.)
9/8/2020	1/31/2021	ILT, the PBIS team, and teachers will implement a monthly progressive incentive system for students who have excellent and improved attendance. These will include individual, whole classroom, grade level, and school wide incentives.
9/8/2020	1/31/2021	ILT, the PBIS team, and teachers will implement a monthly progressive incentive system for parents/families who have students with excellent and improved attendance.
9/8/2020	1/31/2021	All grade levels will send home digital (and hard copy for families that we do not have email for) monthly newsletters that contain information on curriculum, goals for the classroom, and attendance specific to that grade level.
9/8/2020	1/31/2021	All district guidelines with regards to attendance will be followed with fidelity. (The parent liaison will contact parents via phone and send home the absent letters at 3, 5, 10, and 20 day marks. Teachers or teacher teams will keep consistent home contact with students who are absent for 3 consecutive days and all contact will be entered into Attends Actions.)
9/8/2020	1/31/2021	Attendance team and ILT will collect and analyze attendance data monthly to evaluate the effectiveness of incentives and additional attendance action plan items to make adjustments to the systems in place as needed. The data will be shared with teachers during the 1st PLC meeting of each month and with families via email/robocall monthly.

Chronic Absenteeism or School-Selected Goal

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.</p>			
Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (<i>replace with alternate data source if not using a CA goal</i>)		26.7% of students were chronically absent	23% or less

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (<i>add additional rows as needed</i>)</p>		
Start	End	Action
1/31/2021	6/30/2021	The attendance team will review first semester data. Select members of the attendance team will reach out to students who fall into the at risk and chronic category to offer support.
1/1/2021	1/30/2021	A middle of the year newsletter will be emailed/mailed home to parents that outlines the attendance data for first semester, celebrates successes of students with excellent or improved attendance, and updates our goal for second semester.
1/31/2021	6/30/2021	A member of the attendance team will continue with updating of the Google drive contact directory.
1/31/2021	6/30/2021	Continue to have an attendance station that shares attendance data and systems will be added and showcased during all families events at the school such as open house, parent/teacher conferences, etc.
1/31/2021	6/30/2021	Attendance team will continue to meet weekly to discuss chronically absent students and plan next steps for supporting the students and families. Means of communicating these meetings (minutes on the website, Bobcat Chat, hard copies, etc.) will be discussed and revised if needed.
1/31/2021	6/30/2021	Administration and teacher leaders will continue to work with the IT department to host a monthly parent outreach meeting. These meetings will include instruction on technology being used in the classroom to aid in communication (including attendance) through the various platforms being used in classrooms (Class Dojo, Google Classroom, Remind, etc.)
1/1/2021	1/30/2021	ILT, the PBIS team, and teachers will evaluate and revise (if needed) the progressive incentive system for students who have excellent and improved

Chronic Absenteeism or School-Selected Goal

		attendance.
1/1/2021	1/30/2021	ILT, the PBIS team, and teachers will evaluate and revise (if needed) the progressive incentive system for parents/families who have students with excellent and improved attendance.
1/31/2021	6/30/2021	All grade levels will continue to send home digital (and hard copy for families that we do not have email for) monthly newsletters that contain information on curriculum, goals for the classroom, and attendance specific to that grade level.
1/31/2021	6/30/2021	All district mandates with regards to attendance will continue to be followed with fidelity.
1/31/2021	6/30/2021	Attendance team and ILT will continue to collect and analyze attendance data monthly to evaluate the effectiveness of incentives and additional attendance action items and to make adjustments to the systems in place as needed. The data will be shared with teachers during the 1st PLC meeting of each month and with families via email/robocall monthly.

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Communication with Parents about returning to school procedures	Robocall, letters sent home, emails when possible, website post	As soon as we know the procedures, hopefully by beginning of August
Address absences of students whose parents will not send them to school	Utilize distance learning for these students and create a schedule where teachers or aides can be available during school hours to assist these students	August/September

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Students	School created survey and administered...students work to: <ol style="list-style-type: none"> 1. work out disagreements 2. engage in mediation 3. participate in peace circles 4. participate in restorative conversations 	agree or strongly agree <ol style="list-style-type: none"> 1. 55% 2. 80% 3. 65% 4. 75% 	agree or strongly agree <ol style="list-style-type: none"> 1. 44.7% 2. 72.1% 3. 56.3% 4. 67.0%

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Lack of consistent and effective implementation of restorative practices.

Support	Monitor	Measure
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Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above (add additional rows as needed)		
Start	End	Action
8/1/2020	8/31/2020	Administration will meet with the restorative practices team to review data from previous year, address the need for improvement and add/remove stakeholders that will work more diligently to properly implement restorative practices within the school.
8/1/2020	8/31/2020	Restorative practices team will meet to analyze 2019-2020 data and plan PD opportunities and incentives for teachers around restorative practices.
8/1/2020	8/31/2020	Restorative practices team will meet to develop silent teachers to be printed and posted in all classrooms and around the school.
8/1/2020	9/30/2021	Teachers will participate in refresher restorative practice PD offerings before and after school.
8/1/2020	1/30/2021	The restorative practice team will meet monthly to assess the climate of the building using referral/suspension data, and student/teacher feedback

Survey Goal

		and/or surveys. Pluses and deltas from the month will be shared and an action plan developed for the next month. A rolling agenda will be used and minutes will be shared via the school website.
9/1/2020	9/30/2021	A peer mentoring team will be constructed and trained by the Center for Youth staff and restorative practices team.
8/1/2020	1/30/2021	Teachers will utilize peace circles and emphasize restorative language in their classrooms. Evidence (pictures, artifacts that kids created, etc.) will be collected and showcased each month in the Bobcat Chat and/or on Twitter.
8/1/2020	1/30/2021	The peer mentoring team will conduct mediation sessions with the supervision of the Center for Youth Staff and the restorative practices TA.
10/1/2020	1/30/2021	One member of the administrative team will participate in mediation to evaluate the effectiveness of the meetings and offer feedback on pluses and deltas of the process.
9/8/2020	1/31/2020	Surveys will be sent to all stakeholders at the end of each marking period around restorative practices and school climate. The surveys will be multimedia and sent out
11/8/2020	1/31/2020	Survey data and the action plan will be analyzed by the restorative practices team and ILT. Results will be shared with staff via the Bobcat Chat and to families as part of the robocall for that month with attendance. It will also be available as a hard copy in the main office.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Midyear Survey	We will see a minimum of a 5% increase in agree/strongly agree for each question asked in the survey.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/30/2021	6/30/2021	The restorative practice team will continue to meet monthly to assess the climate of the building using referral/suspension data, and student/teacher feedback and/or surveys. Pluses and deltas from the month will continue to be shared and an action plan developed for the next month.
1/30/2021	6/30/2021	Teachers will continue to utilize peace circles and emphasize restorative language in their classrooms. Evidence (pictures, artifacts, etc) will continue to be collected and showcased each month in the Bobcat Chat

Survey Goal

		and/or on Twitter.
1/30/2021	6/30/2021	The peer mentoring team will continue to conduct mediation sessions with the supervision of the Center for Youth Staff and the restorative practices TA.
1/30/2021	6/30/2021	One member of the administrative team will randomly participate in mediations to evaluate the effectiveness of the meetings and continue to offer feedback on pluses and deltas of the process.
1/30/2021	6/30/2021	Surveys will continue to be sent to all stakeholders at the end of each marking period around restorative practices and school climate.
1/30/2021	6/30/2021	Teachers will discuss restorative practices as part of their 5 week grade level meeting cycle and continue incorporating peace circles into their morning meeting/advisory/classroom routines.
1/30/2021	6/30/2021	A restorative practices intervention TA will continue ongoing meetings with students as needed.
6/1/2021	6/30/2021	Final survey data and the action plans throughout the year will be analyzed by the restorative practices team and ILT. This data will be used to inform next steps for the 2021-2022 school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Students will struggle with interpersonal skills and relationship building after time away	Daily morning meetings to build relationships and practice social skills	September through June
Assessing the social emotional needs of students	Provide teachers with social emotional toolkit during District professional learning	September through June

Submission Assurances

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

1. X 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. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
 - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
 - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above 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).