# 2020-21
# School Comprehensive Education Plan
# (SCEP)

| District | School Name | Principal | Grades Served |
|---|---|---|---|
| **RCSD** | Roberto Clemente #8 | Stephanie Thompson | Pk-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 | 2 | 1 | 2 | 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 | 2 | 1 | 3 | 1 | 1 |
| **Hispanic (PTSI)** | 1 | 3 | 2 | 2 | 1 | 1 |
| **White (PTSI)** | 1 | 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 |
|---|---|---|---|---|---|
| 4/24/2020 | x | x | | | |
| 5/1/2020 | | | | | |
| 5/8/2020 | | | | | |
| 5/11/2020 | X | X | X | X | |
| 5/12/2020 | X | X | X | x | |
| 5/15/2020 | | | X | | |
| 5/20/2020 | X | | | | |
| 5/22/2020 | | | | | |
| 5/26/2020 | X | X | X | X | X |
| 5/28/2020 | | | | X | |
| 5/29/2020 | | | | | |
| 6/1/2020 | | | X | X | X |

| 6/3/2020 | | | | | x |
|----------|---|---|---|---|---|
| 6/5/2020 | | | X | 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 | The SCEP team included a variety of teachers from different areas. We also considered staff survey data and incorporated it into the plan. |
| Parents with children from each identified subgroup | Parents participated as members of the SCEP Team by giving recommendations and reviewing the written plan. |
| Secondary Schools: Students from each identified subgroup | |

## 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 to obtain 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)* | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 4/24 | 5/1 | 5/8 | 5/11 | 5/12 | 5/15 | 5/20 | 5/22 | 5/26 | 5/28 | 5/29 | 6/1 | 6/3 | 6/5 |
| Stephanie Thompson | Principal | x | x | x | x | | x | | x | x | | x | x | | x |
| Tiffany Lee | Assistant Principal | x | x | x | X | | x | | x | | X | x | | x | x |
| Andrew Grantham | Assistant Principal | x | x | x | | x | x | | x | x | | x | | | x |
| Mark Learo | Community School Site Coordinator | x | x | x | | | x | x | x | | X | x | | | x |
| Jenny Blase | Reading Teacher | x | x | x | x | | x | | x | x | | | x | | x |
| Stacie Barry | Teacher | x | x | x | X | | x | | x | | X | x | | x | x |
| Ceceilia Cassata | Teacher | x | x | x | | | x | | x | | | | | | x |
| Jonathan DeBruyn | Intervention Teacher | x | x | x | x | | x | | x | x | | x | x | | x |
| Carly Jelsma | Student & Family Support Coordinator | x | x | x | | | x | x | x | | X | x | | | x |
| Michele McCortney | School Psych | x | x | x | | x | x | | x | x | | x | | | x |
| Lakita Munden | Parent Liaison | | | | | | | | | | | | | | x |

| Gia Vallone | Teacher | x | x | x | X | | x | | x | | X | x | | x | x |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Raquel Rodriguez | Parent | | | x | | | x | | x | | | | | | |
| Shantele Mosely | Parent | | | | | | | | 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.

X  **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 will be utilized to support the following as well-(Restorative Justice, Establish an Early Warning Intervention and Monitoring System, Principal Leadership Development) |
|---|---|
| SCEP Goal(s) this strategy will support | ELA, Math, Chronic Absenteeism, Survey |

☐  **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** | |

| | | |
|---|---|---|
| ☐ | What Works Clearinghouse | |
| | ☐ | Rating: Meets WWC Standards Without Reservations |
| | ☐ | Rating: Meets WWC Standards With Reservations |
| ☐ | **Social Programs That Work** | |
| | ☐ | Rating: Top Tier |
| | ☐ | Rating: Near Top Tier |
| ☐ | **Blueprints for Healthy Youth Development** | |
| | ☐ | Rating: Model Plus |
| | ☐ | Rating: Model |
| | ☐ | 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

| Subgroup (CSI schools use "All Students") | June 2021 Goal | 2018-19 ELA Academic Achievement Index |
|---|---|---|
| **All** | 48.2 | 31.8 |
| **Black** | 46.3 | 27.5 |
| **Hispanic** | 50.8 | 42.3 |
| **White** | 46.3  *21-22 goal | 42.3 |

## 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?) |
|---|---|
| **Current State: The school exhibits inconsistent implementation of comprehensive school wide research-based strategy inclusive of all students, English Language Learners and students within the Hispanic subgroup. Roberto Clemente School #8 has a need for a comprehensive system to work closely with all students and families, as well as a focus on students by grade level in the Hispanic subgroup with actions that include improving attendance, family outreach, and explicit vocabulary instruction.  Using the Read, Think, Talk, Write Cycle embedded in classroom instruction, teachers will provide opportunities within all content areas allowing for students to engage in conversation to improve all students' literacy.** | Across all grade levels |
|  |  |
|  |  |

## 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** |
| 25-Aug 2020 | 25-Sept 2020 | Instructional Coaching: Intervention and Reading Teachers will meet with the Administrative Team to review instructional support cycles and areas of focus. |
| 25-Aug 2020 | 25-Sept 2020 | Instructional Coaching: School #8 Team will identify two classrooms for the Learning Lab Classroom Experience to support teacher learning opportunities throughout the school year. |
| 15-Sept 2020 | 30-Oct 2020 | Leadership Team: Administrators will conduct  guided classroom walk throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle. |

| | | |
|---|---|---|
| 29-Sept 2020 | 30-Oct 2020 | Professional Learning Communities: The Instructional Leadership Team will develop a schedule to review students' work samples on a quarterly basis to determine students' application of the Read, Think, Talk, Write Cycle in all content areas. ILT will focus on the teacher feedback specific to student progress and work in all content areas. ILT will use this data to inform decision making for professional learning needs. |
| 29-Sept 2020 | 30-Oct 2020 | Professional Learning Communities: Within grade level teams teachers will review students' work samples and develop effective classroom strategies to support the Read, Think, Talk, Write Cycle. Teachers will review strategies and systems for effective feedback to students that is consistent across the grade level. |
| 29-Sept 2020 | 30-Oct 2020 | Intervention and Monitoring Systems: The Intervention Teacher and Reading teacher will meet with grade level teams utilizing the Data Wise protocols to review NWEA data, My Vision/Mi Vision data, Brigance, AIMSWeb and any other relevant data to analyze student strengths and needs to support instruction within the classroom, formulate intervention groups and increase student success.During grade level, meetings teaching teams will meet with members of the Attendance team, Reading teacher and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |
| 3-Nov 2020 | 24-Nov 2020 | Professional Learning Communities(Grade Level Teams): Within grade level teams teachers will review students' work samples and develop effective classroom strategies to support the Read, Think, Talk, Write Cycle. Teachers will review strategies and systems for effective feedback to students that is consistent across the grade level. |
| 3-Nov2020 | 24-Nov 2020 | Reading and Intervention Teachers will meet with grade level teams to analyze progress monitoring data utilizing Data Wise protocols and make adjustments to intervention groupings as necessary. Information will be provided to help inform instructional decisions in the classroom.  Based upon feedback from My View walkthrough tools, teachers will be provided with targeted coaching to assist with program implementation. Instructional coaching to increase student led discussion. |
| 1-Dec 2020 | 8- Jan 2021 | Leadership Team: Administrators will continue to conduct classroom walk throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle and consider how to evaluate/improve learning and teaching. |
| 1-Dec 2020 | 8- Jan 2021 | Professional Learning Communities: The Instructional Leadership Team will continue Looking at Student Work/ Datawise Protocol to review students work samples, identify trends and design a plan to modify/adjust instruction based on their data findings |
| | | |

| 1-Dec 2020 | 8- Jan 2021 | Reading and Intervention Teachers will meet with grade level teams to analyze progress monitoring data utilizing Data Wise protocols and make adjustments to intervention groupings as necessary. Information will be provided to help inform instructional decisions in the classroom.  Based upon feedback from My View walkthrough tools, teachers will be provided with targeted coaching to assist with program implementation. |
|---|---|---|

## Mid-Year Benchmark

| 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.<br><br>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. | | |
|---|---|---|
| **Assessment** | **January 2020 Performance** | **January 2021 Target** |
| NWEA - Reading | 11.8% of students projected to score 3 or 4 on NYS ELA Assessment | 15% of students will project to score 3 or 4 on the NYS ELA Assessment |
| | | |

## 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? *(add additional rows as needed)* | | |
|---|---|---|
| **Start** | **End** | **Action** |
| 11-Jan 2020 | 12-Feb 2021 | Intervention and Monitoring Systems:<br>The Intervention Teacher and Reading teacher will meet with grade level teams utilizing the Data Wise protocols to review NWEA data, My Vision/Mi Vision data, AIMSWeb and any other relevant data to analyze student strengths and needs to support instruction within the classroom, formulate intervention groups and increase student success. During grade level, meetings teaching teams will meet with members of the Attendance team, Reading teacher and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |
| 11 Jan- 2021 | 12-Feb 2021 | Leadership Team:<br>Administrators will continue to conduct classroom walk throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle and consider how to evaluate/improve learning and teaching. |
| 11 Jan- 2021 | 12-Feb 2021 | Professional Learning Communities:<br>The Instructional Leadership Team will continue Looking at Student Work/ Datawise Protocol to review students work samples, identify trends and design a plan to modify/adjust instruction based on their data findings |

| 22-Feb 2021 | 26 March 2021 | Leadership Team: Administrators will continue to conduct classroom walk throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle and consider how to evaluate/improve learning and teaching. |
|---|---|---|
| 22-Feb 2021 | 26-March 2021 | Reading and Intervention Teachers will meet with grade level teams to analyze progress monitoring data utilizing Data Wise protocols and make adjustments to intervention groupings as necessary. Information will be provided to help inform instructional decisions in the classroom.  Based upon feedback from My View walkthrough tools, teachers will be provided with targeted coaching to assist with program implementation. Instructional coaching to increase student led discussion. |
| 5 April 2021 | 7-May 2021 | Professional Learning Communities: The Instructional Leadership Team will continue Looking at Student Work/ Data Wise Protocol to review students work samples, identify trends and design a plan to modify/adjust instruction based on their data findings |
| 5 April 2021 | 7-May 2021 | Reading and Intervention Teachers will meet with grade level teams to analyze progress monitoring data utilizing Data Wise protocols and make adjustments to intervention groupings as necessary. Information will be provided to help inform instructional decisions in the classroom.  Based upon feedback from My View walkthrough tools, teachers will be provided with targeted coaching to assist with program implementation. Instructional coaching to increase student led discussion. |
| 5 April 2021 | 7-May 2021 | Leadership Team: Administrators will continue to conduct classroom walk-throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle and consider how to evaluate/improve learning and teaching. |
| 10-May 2021 | 28-May 2021 | Professional Learning Communities: The Instructional Leadership Team will continue Looking at Student Work/ Data Wise Protocol to review students work samples, identify trends and design a plan to modify/adjust instruction based on their data findings |
| 10-May 2021 | 28-May 2021 | Intervention and Monitoring Systems: The Intervention Teacher and Reading teacher will meet with grade level teams utilizing the Data Wise protocols to review NWEA data, My Vision/Mi Vision data, AIMSWeb and any other relevant data to analyze student strengths and needs to support instruction within the classroom, formulate intervention groups and increase student success.During grade level, meetings teaching teams will meet with members of the Attendance team, Reading teacher and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |

| 1 June 2021 | 24-June 2021 | Professional Learning Communities: The Instructional Leadership Team will continue Looking at Student Work/ Data Wise Protocol to review students work samples, identify trends and design a plan to modify/adjust instruction based on their data findings |
|---|---|---|
| 1 June 2021 | 24-June 2021 | Reading and Intervention Teachers will meet with grade level teams to analyze progress monitoring data utilizing Data Wise protocols and make adjustments to intervention groupings as necessary. Information will be provided to help inform instructional decisions in the classroom.  Based upon feedback from My View walkthrough tools, teachers will be provided with targeted coaching to assist with program implementation. Instructional coaching to increase student led discussion. |
| 1 June 2021 | 24-June 2021 | Leadership Team: Administrators will continue to conduct classroom walk-throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle and consider how to evaluate/improve learning and teaching. |

## Addressing COVID-19 Related Challenges – ELA Goal

| 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** |
| *Ex: Curriculum Maps need updating* | *Convene vertical teams to ensure last year's missed content is covered in Fall.* | *August* |
| **Need to focus on critical and essential English Language Arts content and skills of grade level ELA content and skills** | Grade level teams collaborate to design daily instruction and assessment that supports district level identified essential and priority standards of grade level ELA content and skills. | September through December |
| **Need to address unfinished learning/teaching in each grade level** | Convene grade level teams to unpack RCSD District created 2020-2021 Acceleration of learning pacing charts that weave in unfinished learning within grade-level learning/standards. | September through June |
| **Need to incorporate language and literacy acquisition approach and corresponding practices (Advanced Hallmarks of Literacy).** | Administrators will be trained in the district adopted Language & Literacy Acquisition approach. District will offer professional development on Advance Hallmarks of Literacy for administrators and teachers. | August through June |
| | | |

# Math Goal

| Subgroup (CSI schools use "All Students") | June 2021 Goal | 2018-19 Math Academic Achievement Index |
|---|---|---|
| **All** | 41.7 | 28.5 |
| **Black** | 41.5 | 25.5 |
| **Hispanic** | 38.4 | 33.8 |
| **White** | 65.4 | 46.2 |

## 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?) |
|---|---|
| The school does not have a specified block of time for math intervention in the daily schedule. Walkthrough data indicates the need for consistent student-to-student academic conversations. The Hispanic subgroup of students did not meet the target for NYS ELA and Math assessments. | All grade levels/math |

## 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** |
| 01-Aug 2020 | 31-Aug 2020 | Leadership Team: Registrar and Administrative team create master schedule to include math intervention block |
| 25-Aug 2020 | 25-Aug 2020 | Professional Learning Communities: Vertical teams will meet to discuss key strategies and standards that were implemented with students the previous year in Math. The principal will clearly explain to teachers the expectations for referencing prior learning during lessons. |
| 25-Aug 2020 | 30-Sept 2020 | Professional Learning Communities: Grade level teams will compile standards-based resources for planning math intervention, including the Hispanic subgroup (using RCSD-created resources and student data) |
| 15-Sept 2020 | 30-Sept 2020 | Professional Learning Communities: The Instructional Leadership Team will develop a schedule to review RCSD Math Common Formative Assessments, aligned to the pacing, to determine students' strengths and needs. ILT will focus on the teacher feedback specific to student progress and work in all content areas. ILT will use this data to inform decision making for professional learning needs. |

| | | |
|---|---|---|
| 15-Sept 2020 | 30-Sept 2020 | Professional Learning Communities (PLCs) will be established and meet monthly to support Unpacking Math Modules and the Next Gen Standards. |
| 15-Sept 2020 | 30-Sept 2020 | Professional Learning Communities: Teachers will create Math academic walls in the classroom, reflective of what they are currently teaching. ( vocabulary, examples, student work) |
| 15-Sept 2020 | 30-Sept 2020 | Professional Learning Communities: Teachers will create opportunities for students to respond to math in writing (RACES) and engage in math conversations (Read, Think, Talk, Write). |
| 15-Sept 2020 | 30-Oct 2020 | Leadership Team: The principal and assistant principal will conduct informal walkthroughs together to norm expectations and feedback to teachers.  They will collect data on use of math intervention, RACES and Read, Think, Talk, Write cycle in math, including actionable next steps for improvement. |
| 15-Sept 2020 | 30-Oct 2020 | Professional Learning Communities: Teachers will use the Equitable Classroom Practices checklist to self-assess and create an attainable goal with a timeline to complete. |
| 29-Sept 2020 | 30-Oct 2020 | Professional Learning Communities: Within grade level teams teachers will review students' work samples and develop effective classroom strategies to support the math intervention. Teachers will review strategies and systems for effective feedback to students that is consistent across the grade level. |
| 29-Sept 2020 | 30-Oct 2020 | Professional Learning Communities: The Instructional Leadership Team will analyze the content and quality of student work and the feedback that was provided to students in Math. |
| 3-Nov 2020 | 24-Nov 2020 | Intervention & Monitoring Systems: Grade level teams to analyze NWEA data, review intervention and monitoring systems and student groupings to support instruction within the classroom and increase student success. During grade level meetings, teaching teams will meet with members of the Attendance team and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |
| 3-Nov 2020 | 24-Nov 2020 | Leadership Team: Assistant principals will attend grade level team meetings to provide additional training and support to teachers with implementing math intervention and looking at student goals. |
| 3-Nov 2020 | 24-Nov 2020 | Leadership Team: The principal and assistant principal will analyze data from informal walkthroughs from September and October to determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist.  This data will be shared at the November staff meeting. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons. |

| 3-Nov 2020 | 24-Nov 2020 | Professional Learning Communities:<br>Grade level teams will have administered at least one Common Formative Assessment, based on their pacing. Teams will grade and provide effective feedback to students. |
|---|---|---|
| 1-Dec 2020 | 8- Jan 2021 | Professional Learning Communities:<br>The Instructional Leadership Team will continue Looking at Common Formative Assessments, using the Data Wise Protocol, to identify trends and design a plan to modify/adjust instruction based on their data findings. |
| 1-Dec 2020 | 8- Jan 2021 | Leadership Team:<br>Using the data from walkthroughs, the administrative team will arrange for teachers to visit the classrooms of teachers with established math intervention blocks and/or effective use of the Read, Think, Talk, Write cycle in math. |

## Mid-Year Benchmark

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.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

| Assessment | January 2020 Performance | January 2021 Target |
|---|---|---|
| NWEA Math | 6.9% of students projected to score a level 3 or 4 on the NYS math assessment | 10% of students will be projected to score a level 3 or 4 on the NYS Math Assessment |

## 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? *(add additional rows as needed)*

| Start | End | Action |
|---|---|---|
| 04-Jan 2021 | 12-Feb 2021 | Professional Learning Communities:<br>Grade level teams will analyze CFA data and compile NYS-released questions that align with grade-level areas of need. Assistant principals will attend these meetings to provide feedback and support. |
| 11-Jan 2021 | 12-Feb 2021 | Leadership Team:<br>Assistant principals will attend grade level team meetings to provide additional training and support to teachers with implementing math intervention, and looking at student goals. |
| 11-Jan 2021 | 12-Feb 2021 | Professional Learning Communities:<br>The Instructional Leadership Team will look at math work samples that address the Read, Think, Talk, Write, cycle, using the Data Wise Protocol, to identify trends and design a plan to modify/adjust instruction based on their data findings. |

| | | |
|---|---|---|
| 11-Jan 2021 | 12-Feb 2021 | Leadership Team:<br>Administrators will continue to conduct classroom walk throughs and observations to provide instructional support of the Read, Think, Talk, Write Cycle. Teachers will be provided with actionable steps for improvement |
| 11-Jan 2021 | 12-Feb 2021 | Intervention & Monitoring Systems:<br>The ILT will review NWEA data, and determine areas of need by grade level. The team will provide teachers with research-based strategies to address specific areas of need for math intervention. |
| 22-Feb 2021 | 26 March 2021 | Intervention & Monitoring Systems:<br>Grade level teams to analyze NWEA data, review intervention and monitoring systems and student groupings to support instruction within the classroom and increase student success. During grade level meetings teaching teams will meet with members of the Attendance team and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |
| 22-Feb 2021 | 26 March 2021 | Professional Learning Communities:<br>Professional Learning Communities (PLCs) will continue to meet monthly to support interventions and the Read, Think, Talk, Write cycle in math. |
| 1 -March 2020 | 22-March 2021 | Professional Learning Communities:<br>Grade level teams will have administered at least one more Common Formative Assessment, based on their pacing. Teams will grade and provide effective feedback to students. |
| 6 -April 2021 | 27-April 2021 | Professional Learning Communities:<br>The Instructional Leadership Team will continue Looking at Common Formative Assessment feedback, using the Data Wise Protocol, to identify trends and design a plan to modify/adjust instruction based on their data findings. |
| 5 April 2021 | 7-May 2021 | Leadership Team:<br>Administrators will continue to conduct classroom walk throughs and observations to provide instructional support in Tier 1 instruction and math intervention. Teachers will be provided with actionable steps for improvement. |
| 5 April 2021 | 7-May 2021 | Professional Learning Communities:<br>Grade level teams will meet to discuss pre-standards that have not been covered and develop a plan. |
| 10-May 2021 | 28-May 2021 | Leadership Team:<br>The principal and assistant principal will analyze data from informal walkthroughs and share schoolwide data with staff during the weekly staff meeting. School leaders will use their analysis of data to identify which teachers continue to need additional support. |
| 10-May 2021 | 28-May 2021 | Professional Learning Communities:<br>Grade level teams will meet to discuss key strategies and post-standards to focus on. |

| 1 June 2021 | 24-June 2021 | Intervention & Monitoring Systems:<br>Grade level teams to analyze end of year NWEA data. During grade level meetings teaching teams will meet with members of the Attendance team and Intervention teacher to review data regarding academic progress of all students and students within the Hispanic subgroup. |
|---|---|---|
| 1 June 2021 | 24-June 2021 | Professional Learning Communities:<br>The Instructional Leadership Team will summarize trends in math to use for future planning. This will be presented school-wide. |

## Addressing COVID-19 Related Challenges – Math Goal

**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 |
|---|---|---|
| *Ex: Curriculum Maps need updating* | *Convene vertical teams to ensure last year's missed content is covered in Fall.* | *August* |
| **Need to focus on critical and essential mathematical content and skills of grade-level mathematical content.** | Grade level teams collaborate to design daily instruction and assessment that supports essential and priority standards  of grade-level mathematical content. | September through December |
| **Need to provide support to teachers to design instruction in hybrid learning platforms** | Convene teams to draft a yearly professional development plan for teachers that includes district wide PD,  IM&T PD and within the school PD | September through October |
| **Need to strategically differentiate instruction to provide " just in time" scaffolds/ targeted interventions (including multiple languages when required by programming)** | Focus on interventions that are connected to the **grade-level content and fluencies during core instruction.**<br>Focus on the acceleration of learning pacing documents.<br>Focus on NYSED Scaffolding Guides and NYSED New and Home Language Progressions. | September through June |
|  |  |  |

# 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) |
|---|---|
| **All Students   1.00**<br>**ELL-      1.00** | .93 |
|  |  |
|  |  |

## 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?) |
|---|---|
| **Currently Roberto Clemente School #8 is lacking a system in which the general education teacher and ESOL teacher have common time to review students' NYSESLAT scores and ELL data. Cooperating teachers require a regular schedule that supports collaborations to review student progress.** | *All General education class sections that support ESOL students |

## 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** |
| 25-Aug 2020 | 25-Sept 2020 | Professional Learning Communities:<br>ESOL teachers will provide whole staff professional learning opportunities during summer PD and 2020-21 Superintendent's Conference Days for best practices and strategies for English Language Learners. |
| 25-Aug 2020 | 25-Sept 2020 | Professional Learning Communities:<br>ESOL teachers and Administration will develop a PLC plan that supports collaboration, research of common strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 29-Sept 2020 | 30-Oct 2020 | Professional Learning Communities:<br>ESOL teachers will provide whole staff professional learning opportunities during 2020-21 Superintendent's Conference Days for best practices and strategies for English Language Learners. |
| 29-Sept 2020 | 30-Oct 2020 | Intervention & Monitoring Systems:<br>ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers. Provide resources to the weekly lineup monthly. |

| 29-Sept 2020 | 30-Oct 2020 | Intervention & Monitoring Systems: Design an assessment plan to monitor student growth in the Read, THink, Talk, Write Cycle on a monthly basis across grade levels for ELL students |
|---|---|---|
| 3-Nov 2020 | 24-Nov 2020 | Professional Learning Communities: ESOL teachers will provide whole staff professional learning opportunities during 2020-21 Superintendent's Conference Days for best practices and strategies for English Language Learners. |
| 3-Nov 2020 | 24-Nov 2020 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers. The monthly strategy will be included in the Administrative Bulletin. |
| 3-Nov 2020 | 24-Nov 2020 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, Think, Talk, Write Cycle on a monthly basis across grade levels |
| 1-Dec 2020 | 8- Jan 2021 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 1-Dec 2020 | 8- Jan 2021 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, Think, Talk, Write Cycle on a monthly basis across grade levels |

## Mid-Year Benchmark

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.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

| Data Source | January 2020 Results | January 2021 Target |
|---|---|---|
| **NWEA - Reading** | 10.9% are projected to score a level 3 or 4 on the NYS ELA assessment | 20% of ELL students will project to score a level 3 or 4 on the NYS ELA Assessment |
| **NWEA - Math** | 7.6% are projected to score a level 3 or 4 on the NYS Math assessment | 15% of ELL students will project to score a level 3 or 4 on the NYS Math Assessment |

## 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? *(add additional rows as needed)* | | |
|---|---|---|
| **Start** | **End** | **Action** |
| 11-Jan 2021 | 12-Feb 2021 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 11-Jan 2021 | 12-Feb 2021 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, Think, Talk, Write Cycle on a monthly basis across grade levels |
| 22-Feb 2021 | 26-March 2021 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 22-Feb 2021 | 26-March 2021 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, THink, Talk, Write Cycle on a monthly basis across grade levels |
| 5-April 2021 | 7-May 2021 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 5-April 2021 | 7-May 2021 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, Think, Talk, Write Cycle on a monthly basis across grade levels |
| 10-May 2021 | 28-May 2021 | Professional Learning Communities: ESOL teachers and classroom teachers will collaborate on a monthly basis at grade level meetings focusing on research based strategies using SIOP(Sheltered Instruction Operation protocol) strategies and assessments between ESOL and classroom teachers |
| 10-May 2021 | 28-May 2021 | Intervention & Monitoring Systems: ESOL teachers will utilize assessment plan to monitor students growth in the Read, Think, Talk, Write Cycle on a monthly basis across grade levels |
| 1-June 2021 | 24-June 2021 | |

## 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 |
|------|---------------------|------|
| **Need to establish baseline data and monitoring assessment tools (including multiple languages when required by programming)** | Utilize RCSD's created Common Formative assessments, NWEA in multiple languages, as required, and other digital platforms. | September through June |
| **Need to provide support to teachers to design instruction in hybrid learning platforms** | Convene teams to draft a yearly professional development plan for teachers including district wide PD,  IM&T PD and within the school PD. Focus on how to embed Stand Alone instruction and integrated instruction. | September through October |
| **Need to assess learning loss, "Covid- 19 slide" and unfinished learning** | Identify and address gaps in learning through instruction by collecting targeted checks such as exit tickets, check for understanding. Disaggregated data by subgroups (race, gender, SES, SWD, ELLs, Bilingual Programming) | August through June |
| **Laser like focus on Commanding YR 1, Commanding YR 2, Long-term ELLs, and SIFE students.** | Disaggregated data by subgroups (race, gender, SES, SWD, ELLs, Bilingual Programming).Identify and address gaps in learning through instruction by collecting targeted checks such as exit tickets, check for understanding. Use ELL monitoring cards and/or transition plan to monitor progress | August through June |

## 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** | 27.7 | 32.9 |
| **Black** | 26.7 | 28.6 |
| **Hispanic** | 30.9 | 41.2 |
| **White** | N/A | 40.4 |

## 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 transportation for All students | Students living within district proximity cut-off |
| Lack of dedicated staff member (building and/or district level) to conduct daily/weekly home visits | All Students |
| Lack of Bilingual Clerk support to communicate with non-English speaking families | Non-English speaking or limited-English speaking parents/families |

## 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** |
| 17 August 2020 | 31 August 2020 | Leadership Team: School leaders will review 2019-2020 attendance data to develop three lists: 1. Returning students who were chronically absent in the 2019-2020 school year. 2. Incoming students who were chronically absent in the 2019-2020 school year. 3. Returning students who were At-Risk of being chronically absent.  Attendance team and leadership will begin outreach to families to determine needs/barriers to regular school attendance. The team will Establish an Early Warning Intervention and Monitoring System |
| 25 August 2020 | 25 August 2020 | Intervention & Monitoring Systems: Attendance expectations will be mailed to all students' homes in the Student/Parent Handbook; including RCSD attendance policy, who to call when a student is absent and obtaining medical excuses for absences. |
| 17 August 2020 | 18 Sept 2020 | Leadership Team: |

| | | |
|---|---|---|
| | | Leadership will work with transportation to identify any students in need of transportation and ensure that it is provided. |
| 8 Sept 2020 | 8 Sept 2020 | Professional Learning Communities:<br>An attendance PD will be provided to all building staff during the Superintendent's Conference Day prior to students attending school. A guidance packet outlining District & Building level attendance protocols, expectations and responsibilities will be provided to all staff. |
| 8 Sept 2020 | 4 January 2021 | Leadership Team:<br>Leadership will clearly communicate the expectation to all teachers that student attendance be taken on-time daily and that teachers are expected to call home when students are absent and document their outreach. |
| 9 Sept 2020 | 30 October 2020 | Intervention & Monitoring Systems:<br>Student emergency contact forms will be sent home to families to verify current address, phone number and emergency contacts. Leadership will ensure that any changes to this information will be updated in Powerschool by the main office staff in a timely manner. |
| 9 Sept 2020 | 4 January 2021 | Intervention & Monitoring Systems:<br>Robo-calls will go out daily from the school to inform parents of student absences each day. |
| 9 Sept 2020 | 4 January 2021 | Intervention & Monitoring Systems:<br>3, 5, 10 & 20 day absence letters will be generated daily and mailed home to families of students who have reached the 3, 5, 10, 20 days absent threshold. |
| 11 Sept 2020 | 11 Sept 2020 | Intervention & Monitoring Systems:<br>All Teachers will submit a NO SHOW list to the Leadership team by 12:00pm on 9/11/2020. Three day letters will be sent home. |
| 21 Sept 2020 | 4 January 2021 | Leadership Team:<br>Leadership will address student attendance monthly at all grade level meetings. The focus will be individual student attendance concerns & interventions, Tiered supports, family contact/out-reach and documentation of efforts. |
| 14 Sept 2020 | 4 January 2021 | Professional Learning Communities:<br>The Attendance team (building staff, district staff, FACT representative, CPS representative, DHS representative) will meet on a weekly basis to discuss attendance concerns, barriers, needs, reach out to families and work on identifying root causes of individual student attendance/absence. The team will review tiered supports regularly to identify successful interventions, effectiveness and evaluate areas of need to support student success. |
| 5 October 2020 | 4 January 2021 | Professional Learning Communities:<br>The Attendance Team will work with families to engage supports both inside and outside of the school building to remove student attendance barriers (Housing, Child Care, transportation, clothing/food/basic needs, Medical, Mental Health) |
| 5 October 2020 | 4 January 2021 | Leadership Team:<br>Leadership will address student attendance concerns and interventions with the school Mental Health Team. |

| 5 October 2020 | 4 January 2021 | Professional Learning Communities:<br>The Attendance Team (building staff, district staff, FACT, CPS, DHS, community partners, community agency staff) will conduct monthly attendance blitzes to student homes. |
|---|---|---|
| October 2020 | January 2021 | Professional Learning Communities:<br>Grade Level/Classroom monthly attendance challenges. The classroom at each grade level with the highest ADA % for the month will receive a reward, have the classroom photo posted in the front foyer, on the RC8 Facebook page & the RC8 Instagram page. |
| November 2020 | November 2020 | Intervention & Monitoring Systems:<br>Quarter #1 Attendance & Honor Roll Celebration. Students with Perfect Attendance & Excellent Attendance will receive certificates and recognition. |

## Mid-Year Benchmark

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.

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.

| Data Source | Subgroup (CSI use "All Students") | January 2020 Results | January 2021 Target |
|---|---|---|---|
| % of students with 9 or more absences (*replace with alternate data source if not using a CA goal*) | Hispanic Students | | |

## 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? *(add additional rows as needed)*

| Start | End | Action |
|---|---|---|
| 4 January 2021 | 15 June 2021 | Leadership Team:<br>Leadership will clearly communicate the expectation to all teachers that student attendance be taken on-time daily and that teachers are expected to call home when students are absent and document their outreach. |
| 4 January 2021 | 15 June 2021 | Intervention & Monitoring Systems:<br>Robo-calls will go out daily from the school to inform parents of student absences each day. |
| 4 January 2021 | 15 June 2021 | Intervention & Monitoring Systems:<br>3, 5, 10 & 20 day absence letters will be generated daily and mailed home to families of students who have reached the 3, 5, 10, 20 days absent threshold. |

| | | |
|---|---|---|
| 4 January 2021 | 15 June 2021 | Leadership Team: <br> Leadership will address student attendance monthly at all grade level meetings.  The focus will be individual student attendance concerns & interventions, Tiered supports, family contact/out-reach and documentation of efforts. |
| 4 January 2021 | 15 June 2021 | Professional Learning Communities: <br> The Attendance team (building staff, district staff, FACT representative, CPS representative, DHS representative) will meet on a weekly basis to discuss attendance concerns, barriers, needs, reach out to families and work on identifying root causes of individual student attendance/absence.  The team will review tiered supports regularly to identify successful interventions, effectiveness and evaluate areas of need to support student success. |
| 4 January 2021 | 15 June 2021 | Professional Learning Communities: <br> The Attendance Team will work with families to engage supports both inside and outside of the school building to remove student attendance barriers (Housing, Child Care, transportation, clothing/food/basic needs, Medical, Mental Health) |
| 4 January 2021 | 15 June 2021 | Leadership Team: <br> Leadership will address student attendance concerns and interventions with the school Mental Health Team. |
| 4 January 2021 | 15 June 2021 | Professional Learning Communities: <br> The Attendance Team (building staff, district staff, FACT, CPS, DHS, community partners, community agency staff) will conduct monthly attendance blitzes to student homes. |
| 4 January 2021 | 15 June 2021 | Professional Learning Communities: <br> Grade Level/Classroom monthly attendance challenges.  The classroom at each grade level with the highest ADA % for the month will receive a reward, have the classroom photo posted in the front foyer, on the RC8 Facebook page & the RC8 Instagram page. |
| February 2021 | February 2021 | Intervention & Monitoring Systems: <br> Quarter #2 Attendance & Honor Roll Celebration.  Students with Perfect Attendance & Excellent Attendance will receive certificates and recognition. |
| February 2021 | February 2021 | Professional Learning Communities: <br> The Attendance Team will review & analyze: <br> 1. First semester student attendance. <br> 2. School-wide Tiered intervention supports/services. <br> 3. Successes and Needs. |
| 5 March 2021 | 5 March 2021 | Professional Learning Communities: <br> Staff Attendance Protocol Review. |
| May 2021 | May 2021 | Intervention & Monitoring Systems: <br> Quarter #3 Attendance & Honor Roll Celebration.  Students with Perfect Attendance & Excellent Attendance will receive certificates and recognition. |

| 15 June 2021 | 22 June 2021 | Leadership Team: Leadership and the attendance team will meet to create a list of students who were chronically absent during this school year and begin planning for out-reach and support during the summer of 2021 and leading into the fall of 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 |
|---|---|---|
| Some students and families may have concerns about returning to school | School will create a safety check-list of cleaning, disinfecting & social distancing procedures planned for the building and share it with all families.  Address individual student/family concerns as they arise. | August 2020 |

# 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)* |
|---|---|---|---|
| Teachers | This school effectively handles student discipline and behavior problems. | 85% will agree/strongly | 61% agree/strongly (disagree 35%, strongly 4%) |

## Root Causes

| What **theories or hypotheses** does the school have as to why the school received the results identified above? |
|---|
| Inconsistent use of Restorative Practices |
| Staff do not fully understand the Code of Conduct and its implementation |
| Classroom teachers need more training for managing more significant/severe SEL/behavioral needs |
| Inconsistent use of building based Behavior Response protocols |
| Difficulty using ATS / CDZ format for all grade levels K-8 |

## 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** |
| August | August | Professional Learning Communities: Staff PD Introduction: Restorative practices / restorative discipline; Behavioral De-Escalation Techniques; Building Relationships and Trauma-Informed Care; Using Second Step and Respect 360 for Social Emotional Learning in the classroom |
| August | September | Intervention & Monitoring Systems: MH Team to Contact families of 19-20 frequently suspended kids to set up Proactive Parent Conferences and make plans for success |
| August | September | Professional Learning Communities: Establish PBIS routines related to the TEAM matrix, and plan for monthly celebrations of success |
| September | June | Intervention & Monitoring Systems: Use of the TEAM Resource Guide School-Wide during TEAM Time to build relationships with students, and to teach skills related to peaceful problem solving, mindfulness, and identifying/coping with feelings. |
| Sept 8 | Sept 18 | Professional Learning Communities: Staff PD - Building Relationships / Trauma-Informed Care; check-in with use of TEAM resource guide as a support |
| Sept 8 | Sept 18 | Intervention & Monitoring Systems: |

| | | |
|---|---|---|
| | | PBIS Station Trainings to directly teach expectations to all students |
| Sept 21 | Sept 30 | Professional Learning Communities: Staff PD - Second Step / Respect 360 in the Classroom / Restorative Responses to Problem Behaviors |
| Oct 1 | Oct 9 | Leadership Team: Review of Disciplinary Referrals and Building Behavior Response Protocols |
| Oct 13 | Oct 16 | Professional Learning Communities: Grade Level Meetings: Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
| Nov 2 | Nov 6 | Leadership Team: Review of Disciplinary Referrals and Building Behavior Response Protocols |
| Nov 16 | Nov 20 | Professional Learning Communities: Grade Level Meetings: Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
| Dec 1 | Dec 4 | Leadership Team: Review of Disciplinary Referrals and Building Behavior Response Protocols |
| Dec 14 | Dec 18 | Professional Learning Communities: Grade Level Meetings: Tier 1 and Tier 2 behavior / SEL and Restorative strategies |

## 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** |
| School-Wide Survey developed to track this need | 70-75% of staff agree that discipline and behavior are handled effectively |

## 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? *(add additional rows as needed)* | | |
|---|---|---|
| **Start** | **End** | **Action** |
| Jan 1 | Jan 31 | Intervention & Monitoring Systems: Administer Survey, Review data, Identify trends |
| Jan 1 | Jan 14 | Intervention & Monitoring Systems: PBIS Station Training Review |
| Feb 1 | Feb 5 | Leadership Team: Review of most common referral reasons in order to provide additional strategies and supports |
| Feb 1 | Feb 5 | Leadership Team: Review of Disciplinary Referrals and Building Behavior Response Protocols |

| Feb 8 | Feb 12 | Professional Learning Communities:<br>Grade Level Meetings:  Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
|---|---|---|
| March 2 | March 6 | Leadership Team:<br>Review of Disciplinary Referrals and Building Behavior Response Protocols |
| Mar 16 | Mar 20 | Professional Learning Communities:<br>Grade Level Meetings:  Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
| Apr 1 | Apr 10 | Leadership Team:<br>Review of Disciplinary Referrals and Building Behavior Response Protocols |
| April 13 | Apr 17 | Professional Learning Communities:<br>Grade Level Meetings:  Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
| May 4 | May 8 | Leadership Team:<br>Review of Disciplinary Referrals and Building Behavior Response Protocols |
| May 18 | May 22 | Professional Learning Communities:<br>Grade Level Meetings:  Tier 1 and Tier 2 behavior / SEL and Restorative strategies |
| June 1 | June 5 | Leadership Team:<br>Review of Disciplinary Referrals and Building Behavior Response Protocols |
| June 15 | June 19 | Professional Learning Communities:<br>Grade Level Meetings:  Tier 1 and Tier 2 behavior / SEL  and Restorative strategies |

## 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 need to re-acclimate to the school setting | Focus on PBIS and Tier 1 instruction / intervention - consistencies | August - September |
| New expectations for social distancing and sharing of materials | Development of video-conferencing "assemblies" to review new procedures school wide | September - October |

# 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](mailto: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).