New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Children's School of Rochester #15	Jay Piper	PreK-6

2018-19 Accountability Data

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	4	2	2	2	3

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
ELL	3	4	3	2	3	3
SWD	2	4	3		1	4

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
5/13/20 ODWG	x	x			
5/14/20 Operations	x				
5/28/20 ODWG		x			
6/1/20 ODWG & AWG (Network 1)	x				
6/4/20 Operations	x				
6/11/20 ODWG	x	x	x	x	
6/12/20 ODWG	x	x	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	
Parents with children from each identified subgroup	
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 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
Rob Alexander	Teacher									
Rosa Bellone	Administrator									
Mindy DiSanto	Teacher									
Brandon Fowler*	Teacher									
Kristen French	Teacher									
Rob Johnson	Teaching Assistant									
Dana Williams	Teacher									
Chywane Collins-Ely	Teacher									
David Dowd	Teacher									
Julienne Golanka	Teacher									
Jamie Prescott	Custodian									
Meaghan Smith	Teacher									
Josephine Dale	Teacher									
Margot Egling	Teacher									
Sonia Lagares-Wright	Teacher									
Terri Orden	Parent									
Jay Piper	Administrator									
Danielle Vaccaro	Teacher									
Melissa Young	Teacher									

Name	Role									
Jenn Benton	Teacher									
Mary Hurley	Teacher									
Juliana Karr	Teacher									
Estelle Medina-Colon	Teacher									
Sarah Quinter	Teacher									
Margaret Toscano	Teacher									
Mary Beth Elko	Parent									
Jessica Banks	Teacher									
Ashwin Basnet	Parent Liaison									
Jaime Cranker	Teacher									
Bethany Lockhart	Teacher									
Al Nash	Teacher									
Lori Powers	Paraprofessional									
Jessica Gustafson	Parent									
Meghan Bosek	Teacher									
Danielle Branner	Teacher									
Traci Comstock	Teacher									
Shannon Gross	Teacher									
Theresa Moraldo	Teacher									
Lauren Payne	Teacher									
Teena Artman	Parent									
Eli Artman	Teacher									
Claudia Klaver	Paraprofessional									
Melissa Frost	Teacher									
Monica Masco	Teacher									
Mary Kay Osborne	Teacher									
Mary Robey	Teacher									
Eric Williamson	Teacher									
Bridget Strub	Parent									

Work Group Governance – The Children's School Professional Learning Community

Our school has built a shared leadership model that includes the teaching staff, administrators, and parent/guardians and functions as a Professional Learning Community (PLC). Our school-based planning team is comprised of seven work groups that also operate individually as PLCs. Each of these groups consist of parent/guardians and staff members. Each work group focuses its attention on particular areas of responsibility (Assessment, Facilities, Organizational Development, Staff Development, Stake Building, Teaching and Learning, and Briefing). These work groups report to the entire staff at bi-monthly Operations Meetings. Our seven work groups, which are color-coded, share the responsibilities outlined in our SCEP. Each work group addresses the following facets of our school: The Assessment Work Group (AWG) concentrates on the measurement parts of the system at CSR. Typically, this work group covers all data and information acquisition, and assessment and planning activities (e.g., student report cards, teacher assessments, and school reports). It deals with both internal efficiency and external effectiveness. In addition, it includes the notion that none of these measurements bring great value to the organization or to the school unless there is a built-in drive to upgrade our performance. In regards to our *Data Wise* process, the AWG serves as our instructional leadership team. The school views itself as a community of continuous learning.

The Facilities Work Group (FWG) is responsible for the "infrastructure" at the Children's School, which means it deals with physical site facilities, equipment, consumable materials, tools, and the "state" or condition of these. This work group ensures the physical facilities are present to enable the whole system (and each of its parts) to achieve its purpose.

The Organizational Development Work Group (ODWG) is responsible for the Children's School in a holistic context. It is accountable for how the school fulfills its Mission and Belief, its Vision, and its Values. It also determines how the school is structured and what systems and processes are used to achieve its strategic direction and goals. The ODWG acts as an interface between Rochester City School District offices and the Children's School itself, ensuring "Central Office" demands and CSR responses to them are congruent with the school's primary task. The formal CSR organization and informal "way it runs" are both agenda items for the ODWG.

The Staff Development Work Group (SDWG) focuses on the human resource capabilities required at CSR. Included in this work are training plans, specific training events for staff, managing monies for travel to seminars or special conferences, use of articles, books, and videotapes that are available to the teaching staff. Teaming and organization development are also responsibilities of the SDWG.

The Stake Building Work Group (SBWG) works on continuously increasing the commitment of all significant parties (stakeholders) to the Children's School of Rochester's mission, vision, common practices and beliefs. Primary stakeholders are the children themselves, guardians of these children, and teachers at CSR. Associated stakeholders are The Board of Education and the RCSD along with its employee unions: RTA, BENTE, ASAR and RAP. Peripheral stakeholders are the Rochester community at large, Rochester area businesses, and other education institutions. Distant stakeholders are the New

York State Education Department, the United States Department of Education. All stakeholders are important to the school as a "system" and therefore to the SBWG.

Teaching and Learning Work Group (T&LWG) provides for instructional excellence for each student. It strives to integrate the materials and resources used within and across the teaching grade levels at our school. It also strives to scaffold the curriculum itself (at the grade level as well as across all grades PreK-6). It focuses on structures, strategies and methods for teaching and learning designed for all children (those with special needs, as well as multi-lingual language learners) so that the learning process meets the needs of children, parents/guardians, teachers, the RCSD, and the broader community.

Briefing Work Group (BWG) supervises, coordinates, facilitates, and plans Briefing. Briefing is our time to gather as a school family and share our learning. All of the students and teachers of the Children's School gather together as a community 2-3 days in the morning in our gym. It is a time of celebration of our learning, our diversity, and our birthdays with one another. Children have opportunities to speak publicly on the microphone while making announcements and reading their own written compositions and poetry. Students give instructional presentations; they also perform songs, skits, dances, chants, and instrumentals they have learned. Students often present their own writings, artwork, and interdisciplinary projects.

Evidence-Based Intervention

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

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

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

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

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

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

Ⓧ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Professional Learning Communities (PLC)
SCEP Goal(s) this strategy will support	The PLC strategy will support all of our SCEP 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		
☐	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	79.6	83.1
ELL	67.3	68.2
SWD	NA	32.3

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?)
Eighty percent *(level 1 = 86 students, level 2 = 51 students)* of our total students *(172)*, in grades 3-6 need additional academic support in ELA. *(Data based on mid-year NWEA projected proficiency and student performance on past NYS Assessments)* Misalignment of curriculum, instruction and assessment with state academic standards has led to fewer students mastering academic standards through tier 1 instruction.	Grades K-6

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 2020	September 2020	Align the schedule and staff to implement an effective multi-tiered system of supports (MTSS) in each grade level *(Aug.-Sept.)*
Retreat August 23 **Cycle 1** September 2020 **Cycle 2** December 2020	August 24 November 2020 January 2021	Provide professional learning opportunities for teachers using the *Anchored Teaching and Learning Cycles/Datawise (Sept.-Nov., Dec.-Feb., March-May)*, so that teachers can familiarize themselves with the new RCSD ELA curriculum and learn the new core program, *myView Literacy*, to deliver strong core instruction to their learners.
September 2020	January 2021	Embed daily planning time into the schedule for the instructional leadership team to meet together (twice per month) with grade-level teams to evaluate common assessments and analyze data (Week 2 of each month), and form strategies to improve core instruction (Week 4 of each month).

September 2020	January 2021	Principal and Assistant Principal conduct informal walkthroughs together to norm expectations and feedback to teachers. Collect data on teachers making connections to prior learning and provide teachers with feedback following the walkthroughs, including actionable next steps for improvement in ELA (Once a month/grades preK-6).
September 2020	January 2021	Share commonly observed trends and best practices with the instructional leadership team as part of our feedback cycle and to inform our collaborative process for improvement (*Anchored Teaching and Learning Cycles/Data Wise).*

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.

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	ELA – All Students (Based on NWEA Winter, NYS Tests, & Attendance | Grades	Level 1	Level 2	Level 3	Level 4	Totals
3	14	18	9	0	41
4	20	20	8	3	51
5	27	9	2	4	42
6	25	4	7	2	38
Totals	86	51	26	9	172 | Performance Index Tool Level 1 86 Level 2 51 Level 3 26 Level 4 9 Student C 172 PI 72.97 2019-20 ELA Goal/Target PI = 79.6	January 2021 ELA Goal/Target PI = 80

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
Dec March	Feb May	If we reach our Mid-Year Benchmark(s), then we will continue to provide professional learning opportunities for teachers using the *Anchored Teaching and Learning Cycles/Datawise 2 cycles- Dec.-Feb., March-May),*

		so that teachers can continue to familiarize themselves with the new RCSD ELA curriculum, and learn the new core program, *myView Literacy*, to deliver strong core instruction to their learners.

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
Quality of online instruction must be discussed, observed and monitored.	*https://docs.google.com/document/d/1Ddh bOsKHZPWfIFdI-_ub5-OifazQQX6VHCA2BG OgRjo/edit*	*August-January*

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	94.4	78.5
ELL	89	68.2
SWD	NA	38.7

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?)
Inconsistent monitoring of workbook checks, exit tickets, teacher reports, and independent digital lessons, and insufficient time for the half-class rotational classroom model led to varying degrees of fidelity in the implementation of the *Zearn Math Program* and gaps in students' learning.	Grades K-6

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 2020	August 2020	Identify clear expectations for the implementation and strategic pacing of the 2020-21 RCSD Math Curriculum (summer 2020).
August 2020	August 2020	Provide administrators and teachers professional learning and targeted support to lead the new implementation of the Math Curriculum and how the *Zearn Math Program* will be used in the *Learning Recovery Scope and Sequence (summer 2020)*.
September 2020	January 2021	Provide more flexibility for teachers to modify digital components of the *Zearn Math* to fit individual student needs.
September 2020	January 2021	Principal and Assistant Principal conduct informal walkthroughs together to norm expectations and feedback to teachers. Provide teachers with

		helpful feedback following the walkthroughs, including actionable next steps for improvement in Math (Once a month/grades preK-6).
September 2020	January 2021	Share commonly observed trends and best practices with the instructional leadership team as part of our feedback cycle and to inform our collaborative process for improvement (*Anchored Teaching and Learning Cycles/Data Wise).*

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 - All Students (Based on NWEA Winter, NYS Tests, & Attendance) | Grades	Level 1	Level 2	Level 3	Level 4	Totals | | 3 | 19 | 10 | 9 | 3 | 41 | | 4 | 25 | 16 | 8 | 2 | 51 | | 5 | 28 | 12 | 4 | 1 | 45 | | 6 | 23 | 8 | 8 | 0 | 39 | | Totals | 95 | 46 | 29 | 6 | 176 | Performance Index Tool Level 1 95 Level 2 46 Level 3 29 Level 4 6 Student C 176 PI 67.61 2019-20 Math Goal/Target PI = 94.4	January 2021 Math Goal/Target PI = 80

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	June	If we reach our Mid-Year Benchmark(s), then we will continue to identify clear expectations and support for the implementation and strategic pacing of the 2020-21 RCSD Math Curriculum (Jan.-June).

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**
Quality of online instruction must be discussed, observed and monitored.	*https://docs.google.com/document/d/1Ddh bOsKHZPWfIFdl-_ub5-OifazQQX6VHCA2BG OgRjo/edit*	*August-January*

English Language Learners & Students with Disabilities

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 (.98)	.82
SWD (N/A)	
ELL (.98)	

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 40% of our students are English language learners and 16% are Students with Disabilities. We expect the numbers of students in these two identified subgroups to increase at our school due to school closings and the redistribution of students districtwide. In order to facilitate the smooth transition of these students to our school we must provide a welcoming and affirming school environment.	Grades PreK-6 English language learners and Students with Disabilities Sub-groups

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**
September 2020	January 2021	Affirm and value the various aspects of students' cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background) in all layers of the environment in which students learn (classroom, school, family, and community).
September 2020	January 2021	Recognize all of our students' strengths and offer opportunities for students to grow and learn through different themes, relevant to our students, in our *Book of the Month*. This requires common talking points and vertical teaming so that we send a common message -schoolwide that embraces the diversity of our students and families.
September 2020	January 2021	Identify and share resources in every content area that allow teachers, school leaders, and district leaders to embed equitable representations of

		diverse cultures, celebrate the voices of underrepresented identities, and accurately represent historical events into curriculum.
September 2020	January 2021	Promote the design of multiple forms of assessment that consider personalized student needs (i.e. learning style, learning preferences, language proficiency).
September 2020	January 2021	Set a collective responsibility to learn about student cultures and communities at Briefing. Incorporate culturally responsive curriculum across all grade levels (My View K-5 ELA).
September 2020	January 2021	Foster close relationships with students & families. For SWD's, have parents and students attend CSE and 504 plan meetings. CSR will encourage and support students to engage in self-advocacy, and involve them in determining their own educational goals and plan. Students will be involved with creating and monitoring their progress towards academic and social goals. Parents, and other family members, will be engaged as meaningful partners in the special education process and the education of their child(ren). This will be evident by attendance at CSE and 504 plan meetings, parents and educators engage in frequent, respectful, and open discussion of the educational needs of the student. Families are invited to and feel welcome in all school environments.
September 2020	January 2021	Implement and monitor Social-Emotional Learning Programs (i.e. PBIS ad Restorative Practices, Zones of Regulation).
September 2020	January 2021	Make materials available to students in multiple languages that represent and affirm their identities. Incorporate cooperative learning or project based learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group. Connect instructional content with the daily lives of students by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.

Taken from *Culturally Responsive – Sustaining Education Framework* (NYSED.gov)

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
NYSESLAT - language proficiency	N/A	
Survey - School Climate	N/A	

Future benchmarks for ELP will be based on 2018-19 NYSESLAT Data (see below)

Grade Level When Tested	Entering	Emerging	Transitioning	Expanding	Commanding	% Entering	% Emerging	% Transitioning	% Expanding	% Commanding	Total Tested
Kindergarten	1	1	2	10	2	6%	6%	13%	62.5%	13%	16
Grade 1	0	2	6	7	0	0%	13%	40%	46.7%	0%	15
Grade 2	1	4	3	6	1	7%	27%	20%	40.0%	7%	15
Grade 3	0	2	8	8	0	0%	11%	44%	44.4%	0%	18
Grade 4	0	2	3	10	2	0%	12%	18%	58.8%	12%	17
Grade 5	0	0	1	8	3	0%	0%	8%	66.7%	25%	12
Grand Total	2	11	23	49	8	2%	12%	25%	52.7%	9%	93

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
January	June	If we meet our Mid-Year Benchmark for ELP, then we will continue to recognize the effect of school environment on student achievement and continue to expand the development of tools that assess, address, and support the improvement of school climate.

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
If school remain closed then we will have to strive harder to foster close relationships with students & families to sustain online learning..	Prioritize family needs and identify families who may need more individualized outreach.	Ongoing

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	13.3	14.2
ELL	9.8	10.5
SWD		17

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?)
The root causes vary; however, increasing number of tardy students and chronically absent students are placing individual students at academic risk.	

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**
September 2020	October 2020	Our school's Stake Building Work Group will serve as our Attendance Team. They will create a multi-tiered system of supports (MTSS) for attendance. For example, Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to school. *(Sept-Oct.)*
September 2020	January 2021	Analyze, review and monitor chronic absence data *(twice per month)* to identify and address common barriers.
September 2020	January 2021	Foster positive relationships with students and families by personalizing early outreach and assigning student mentors.

September 2020	January 2021	Ensure that all members of our school community understand the impact of absences on achievement.
September 2020	January 2021	Recognize good and improved attendance at Briefing *(each academic quarter (4)).*

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*)	All Students- 13.6% SWD- NA ELL- 9.8% All students 18% (9/4-3/6)	 (As of 3/16/20)	All Students- 13.3% *NYS Long Term Goal SWD-NA ELL-9.8% * Baseline level is lower than STATE EXCEED LONG TERM GOAL

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
January	June	If we meet our Mid-Year Benchmark(s), then we will continue to hone our multi-tiered system of supports (MTSS) for attendance. For example, Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to school.

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
Maintain ongoing connection with families.	Continue to reach out and encourage students to communicate via email, phone call, video conferencing, or text message.	Ongoing

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)*
All parents and guardians	Our vision is, "CSR is a world in a school of critical and literate thinkers and doers." Do you feel that CSR is living up to this vision?		69.23% - Yes 0% - No 30.77% - Sometimes

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
The results of our survey were positive because we reinforce our vision for our students frequently with all of our stakeholders.

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**
September	January	We will continue to teach, explain and define the vision of The Children's School of Rochester to all of our stakeholders.

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**
Survey	I expect that the number of stakeholders who agree that we strive to reach our school's vision will increase by 10%.

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**
January	June	Our school family needs to make our school vision actionable by creating action items that demonstrate how our vision looks in action. If we meet our mid-year benchmark, then we must decide what steps are needed to continuously strive to reach our vision?

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**
Ensuring that all stakeholders complete the survey and share their thoughts..	Ensuring that all families are connected with our school electronically.	Ongoing

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. X 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).