



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Enrico Fermi School #17	Caterina Leone-Mannino	PreK3-8th

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	2	2	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		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
June 2, 2020	x				
June 4, 2020	x				
June 9, 2020	x	x			
June 11, 2020	x	x	x		
June 15, 2020	x	x	x	x	
June 16, 2020			x	x	x
June 18, 2020				x	x
June 19, 2020					x

Stakeholder Participation

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Teacher committees worked collaboratively on the different root causes to identify root cause, identify intervention, and create action plan
Parents with children from each identified subgroup	Parent Focus Group Interviews utilizing Asset Based Community Development Interviews, min. 2 parents per homeroom; utilized to focus on improved parent engagement
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable 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)								Signature
		6/2	6/4	6/9	6/11	6/15	6/16	6/18	6/19	
Caterina Leone Mannino	Principal	X	X	X	X	X	X	X	X	
Nancy Coddington	Asst Principal, Pk-4	X	X	X	X		X	X		
William Cronmiller	Asst Principal, 5-8							X		
Kyra Bradley	5/6 ENL			X	X		X	X		
Jessica Ellis	8th Grade SPED			X	X		X	X		
Katherine Wing	6th Grade SPED			X	X		X	X		
Cristine Buckett	1st/2nd ENL				X	X	X	X		
Alva Vives	TOA			X	X	X		X		
Marisa DeMario	music teacher						X	X		
Kathleen Shirk	Reading Teacher			X	X		X	X		
Terry Lemen	ELA 7th Grade			X	X		X	X		
Julio Cruz	Community Engagement, Parent			X	X		X			
Yaritza Santiago	Parent Liaison						X	X		
Nyla Saunders	Teacher-3rd			X	X		X			
Angela Scaccia	Teacher - K							X		
Tanya Homer	Teacher-2nd							X		
Samantha Stringer	Villa of Hope							X		

Stakeholder Involvement Signature Page

Elainne Martinez	Teacher- 6th Grade			x				x		
Karen Black Slattery	Teacher Assistant							x		
Hezir Aguero	6th grade Bil SPED						x		x	

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Professional Learning Communities (PLCs), Early Warning Intervention and Monitoring System, Multi-Tiered Systems of Support (MTSS)
SCEP Goal(s) this strategy will support	ELA, Math, ELP, CA

Clearinghouse-Identified

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

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

Evidence-based Intervention

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

School-Identified

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

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	52.1	42.9
Black	52	40.9

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?)
<i>Tiered Academic Supports for Students are more consistent and more structured for ELLs than they are for NonELLs. Additional supports are often driven by mandated services (ENL, IEP) and this leads to more coordinated, consistent co-teaching in dual language classrooms and additional small group service provision for ELLs and SWDs.</i>	Dual Language (2 strands) v. Non Dual Language (1 strand)/grade level K-6
<i>Cultural biases in the curriculum and instructional practices fail to recognize the history and contributions of Black, Indigineous, and People of Color (BIPOC). The standard curriculum is Euro-centric and needs to be enhanced with more culturally relevant and authentic learning experiences. The individual student needs to be elevated and celebrated in learning.</i>	
<i>There is less of a focus on integrated language and literacy instruction in non-ELL classrooms. African American Vernacular English (AAVE), while its own dialect, is not recognized as a second language. More attention needs to be given to recognizing Black students as Standard English Learners and providing them explicit language learning support, including contrastive analysis and code switching.</i>	

1.

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
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal: Co-teaching Strategies
1-Aug	1-Sep	Develop a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
24-Aug	26-Aug	Create grade level (+/-1) standards based progress trackers for each content area, for each teacher, and for each student. Embedded Professional learning in GLT to discuss embedded formative assessment, progress monitoring, and Response to Intervention documentation.
24-Aug	26-Aug	Analyze K-5 My View/Mi Vision for alignment with content standards for

School 17 2020-21 SY SCEP

		NGSS science and NYS Social Studies.
24-Aug	26-Aug	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q1)
24-Aug	26-Aug	Co-teaching teams determine their co-teaching model and common co-planning time (classroom teachers, SPED, ENL, Intervention teachers)
24-Aug	26-Aug	Co-teaching teams will attend co-teaching training; sharing of school wide expectations related to grade level teams and co-teaching
1-Sep	30-Jun	Based on these outcomes students will self-assess, plan and goal set for next steps in learning and receive targeted differentiated support.
1-Sep	30-Jun	Teacher teams will review student learning outcome data weekly in grade level teams and plan for collaborative provision of differentiated supports and flexible student grouping bi-weekly.
1-Sep	30-Jun	Grade level standards trackers and pacing charts updated and posted in Teacher Conference Room, monthly
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to co-teaching models, engaging in action research to learn co-teaching strategies, implementation and reflection, with additions to the School 17 Staff Handbook/website for Co-Teaching with findings and learnings.
9-Sep	24-Jun	Increase student self- awareness of expected learning outcomes by unit by utilizing a standard based progress tracker, highlighting learning targets, pre/post/self assessment and feedback in each lesson and embedded common formative assessment data weekly.
15-Sep	15-Oct	Fall school wide assessment administration, with student progress goal setting (NWEA?).
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
28-Sep	2-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
2-Nov	6-Nov	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
9-Nov	13-Nov	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q2)
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

School 17 2020-21 SY SCEP

7-Dec	23-Dec	Winter school wide assessment administration, with student progress goal setting (NWEA?).
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal: Culturally Responsive, Anti-Racist Teaching
1-Aug	30-Aug	Create a plan for school wide monthly rollout of the Goodwin/Principles of Kwanzaa as part of Morning Meeting/School Climate, School Wide reading of the month; common values: Black+Latino=School 17
15-Aug	30-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to culturally responsive pedagogy/anti-racist teaching, engaging in action research to learn CRR/A-R strategies, implementation and reflection, with additions to the School 17 Staff Handbook/website for CRP/A-R teaching with findings and learnings.
24-Aug	26-Aug	Curriculum Mapping- align High Scope (PK), myView (K-5) and Engage NY (Gr 6-8) with NGS standards, filling in gaps with Science and SS for PBL, enhancing PBL maps to include authentic learning and cultural representative texts
1-Sep	30-Sep	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, link into family engagement activities
1-Sep	30-Sep	Create Title I Family Engagement Plan with monthly family events centered around cultural assets that mirror SWMM calendar.
15-Sep	15-Jan	Collegial Learning Circle: Hammond - Culturally Responsive Teaching and the Brain
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Sep	21-Sep	National Day of Peace - Peace March?
1-Oct	30-Oct	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
15-Oct	15-Nov	Hispanic Heritage Month Celebrations
26-Oct	30-Oct	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-Nov	30-Nov	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
2-Nov	7-Nov	Q2 Curriculum Mapping - align High Scope (PK), myView (K-5) and Engage

School 17 2020-21 SY SCEP

		NY (Gr 6-8) with NGS standards, filling in gaps with Science and SS for PBL, enhancing PBL maps to include authentic learning and cultural representative texts
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-Dec	30-Dec	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal: RCSD Language Development Approach/ Supporting Standard English Learners
1-Aug	30-Aug	***ALL STAFF***Identify school wide instructional strategies for use with Standard English Learners, across content and across grade; PD on the RCSD Language Development Approach
1-Aug	1-Sep	work group establish a collaborative grade level model for literacy instruction (walk to literacy? departmentalizing?) that meets students needs (including ELL and SpEd requirements).
24-Aug	26-Aug	August PD: GL work to understand unpacked standards (from district curriculum) and how these fit in with Pearson curriculum--focus on linguistic demands in each module
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to Standard English Learners, language development and instruction, code switching and trans-languaging, engaging in action research to learn language development and instruction, code switching and trans-languaging, implementation and reflection, with additions to the School 17 Staff Handbook/website for language development and instruction, code switching and trans-languagingwith findings and learnings.
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Sep	30-Oct	***ALL STAFF***: NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
28-Sep	2-Oct	Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
8-Oct	9-Oct	***ALL STAFF***Oct 8-9 Supt Conf Day - LeMoine Roll Out Common ELA Language Scaffolds (Frayer Model, Explicit/ Generative Vocabulary, Contrastive Analysis - Across grade and across subject)
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking

School 17 2020-21 SY SCEP

		by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
16-Nov	23-Dec	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
26-Jan	29-Jan	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q3)
1-Feb	5-Feb	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
22-Feb	26-Feb	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
12-Apr	16-Apr	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q4)
12-Apr	16-Apr	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
3-May	28-May	Spring school wide assessment administration, with student progress goal setting (NWEA?).
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking

School 17 2020-21 SY SCEP

		by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

School 17 2020-21 SY SCEP

Mid-Year Benchmark

<p>Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA MAP Reading	Grades K-2 19.9% of students at or above national norm Grades K-8 39.4% of students meeting growth targets Grades 3-8 9.9% of students with projected proficiency on NYS exams INSERT CHARTS	Grades K-2 36% of students at or above national norm Grades K-8 52% of students meeting growth targets Grades 3-8 28% of students with projected proficiency on NYS exams
Grade Level Common Assessments	NEW	50% of students will demonstrate on level standards acquisition related to ELA as demonstrated by grade level common assessments
Embedded Formative Assessment/ Standards Based Progress Trackers	NEW	100% of students will demonstrate progress towards grade level standards acquisition in ELA as measured by pre/post assessment and progress trackers

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
4-Jan	12-Feb	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
22-Feb	26-Feb	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
1-Mar	16-Apr	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking

School 17 2020-21 SY SCEP

		by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
10-May	18-Jun	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

1-Jan	30-Jan	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
11-Jan	16-Jan	Q3 Curriculum Mapping- align High Scope (PK), myView (K-5) and Engage NY (Gr 6-8) with NGS standards, filling in gaps with Science and SS for PBL, enhancing PBL maps to include authentic learning and cultural representative texts
15-Jan	30-May	Book Study #2: Abolitionist Teaching? (B. Love)/Anti-Racist Teaching
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-Feb	28-Feb	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement - Black Lives Matter
1-Feb	26-Feb	Af-Am History Month Celebration
22-Feb	26-Feb	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

School 17 2020-21 SY SCEP

1-Mar	31-Mar	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	27-Mar	Q4 Curriculum Mapping - align High Scope (PK), myView (K-5) and Engage NY (Gr 6-8) with NGS standards, filling in gaps with Science and SS for PBL, enhancing PBL maps to include authentic learning and cultural representative texts
22-Mar	26-Mar	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-Apr	30-Apr	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-May	30-May	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
1-Jun	30-Jun	Monthly School Wide Morning Meeting focused on Principles of Kwanzaa/Community (Goodwin), highlighting student selected staff and student of the month that represents the value, family engagement
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor CRP strategies, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to

School 17 2020-21 SY SCEP

		ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<i>Inequities and inconsistencies in access to virtual learning</i>	<i>Chromebooks for all students, with wi-fi access; synchronous and asynchronous learning; common learning platform for archiving lessons</i>	?
<i>Regular contact and two way communication with students and families</i>	<i>Selection of a common electronic platform for communication</i>	August 2020
<i>Uncertainty of consistent attendance and learning continuity</i>	<i>Tracking of student learning (live and virtual) through standards based progress tracker and common pacing chart</i>	August 2020
<i>Gaps in student learning due to inconsistent participation during COVID closure</i>	<i>Formative pre/post assessments, grade level +/- standards trackers for each student by content area, differentiated support, co-teaching</i>	August 2020

School 17 2020-21 SY SCEP

<i>Rapid referrals and tracking for essential student/family needs and support</i>	<i>Shared COVID tracking tool, community school site coordinator, Tier 2 outreach and support team. Systems Integration Project/Work Group</i>	August 2020
<i>Nearly 40% staff turn over due to mid-year and year end reductions in force</i>	<i>Ensure clarity of expectations in School Level Living Contract, regular staff team building and self-care, full faculty meetings 2x month</i>	Monthly
<i>Flexibility in planning instruction, staff professional learning, and parent engagement</i>	<i>Utilization of Zoom and blended learning experiences (in person with recording) to encourage real time and recorded participation for increased access</i>	Continuing

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
All	40.6	34
Black	38.1	25.2

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?)
<i>Tiered Academic Supports for Students are inconsistent for mathematics learning. There has been experimentation with the use of Zearn with self-paced lesson progression, however, this may have exacerbated the inequity in math learning because of the different focus on skills in teacher led lessons and online learning.</i>	All students
<i>There are significant learning gaps in mathematical skills and mathematical understanding at all grade levels. Because math skills build on each other, without mastering foundational skills, advancing to more difficult concepts becomes almost impossible. Learning gaps often lead to an apathetic attitude, anxiety about math, and behavior problems. Students have difficulty transitioning from concrete to abstract mathematical thinking. There is a limited integration of real world learning in mathematics.</i>	All students
<i>Integrated Language and Literacy instruction is not a focus in mathematics instruction. Mathematical language and academic language needs to be explicitly taught.</i>	All 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? <i>(add additional rows as needed)</i>
--

School 17 2020-21 SY SCEP

Start	End	Action
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal: Co-Teaching/ Differentiation
1-Aug	1-Sep	Develop a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
24-Aug	26-Aug	Create grade level (+/-1) standards based progress trackers for each content area, for each teacher, and for each student. Embedded Professional learning in GLT to discuss embedded formative assessment, progress monitoring, and Response to Intervention documentation.
24-Aug	26-Aug	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q1)
24-Aug	26-Aug	Co-teaching teams determine their co-teaching model and common co- planning time (classroom teachers, SPED, ENL, Intervention teachers)
24-Aug	26-Aug	Co-teaching teams will attend co-teaching training; sharing of school wide expectations related to grade level teams and co-teaching
1-Sep	30-Jun	Based on these outcomes students will self-assess, plan and goal set for next steps in learning and receive targeted differentiated support.
1-Sep	30-Jun	Teacher teams will review student learning outcome data weekly in grade level teams and plan for collaborative provision of differentiated supports and flexible student grouping bi-weekly.
1-Sep	30-Jun	Grade level standards trackers and pacing charts updated and posted in Teacher Conference Room, monthly
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to co-teaching models, engaging in action research to learn co- teaching strategies, implementation and reflection, with additions to the School 17 Staff Handbook/website for Co-Teaching with findings and learnings.
9-Sep	24-Jun	Increase student self- awareness of expected learning outcomes by unit by utilizing a standard based progress tracker, highlighting learning targets, pre/post/self assessment and feedback in each lesson and embedded common formative assessment data weekly.
15-Sep	15-Oct	Fall school wide assessment administration, with student progress goal setting (NWEA?).
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
28-Sep	2-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

School 17 2020-21 SY SCEP

2-Nov	6-Nov	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
9-Nov	13-Nov	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q2)
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
7-Dec	23-Dec	Winter school wide assessment administration, with student progress goal setting (NWEA?).
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

1-Aug	30-Aug	***ALL STAFF***Identify school wide instructional strategies for use with Standard English Learners, across content and across grade; PD on the RCSD Language Development Approach
1-Aug	1-Sep	work group establish a collaborative grade level model for math instruction (walk to math? departmentalizing?) that meets students needs (including ELL and SpEd requirements).
24-Aug	26-Aug	August PD: GL work to understand unpacked standards (from district curriculum) -focus on linguistic demands in each module
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Sep	30-Oct	***ALL STAFF***: NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
28-Sep	2-Oct	Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
8-Oct	9-Oct	***ALL STAFF***Oct 8-9 Supt Conf Day - LeMoine Roll Out Common ELA Language Scaffolds (Frayer Model, Explicit/ Generative Vocabulary, Contrastive Analysis - Across grade and across subject)
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
16-Nov	23-Dec	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

School 17 2020-21 SY SCEP

30-Nov	3-Dec	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

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.

School 17 2020-21 SY SCEP

Assessment	January 2020 Performance	January 2021 Target
NWEA MAP Math	Grades K-2 22.4% of students at or above national norm Grades K-8 43.4% of students meeting growth targets Grades 3-8 7.5% of students with projected proficiency on NYS exams INSERT CHARTS	Grades K-2 37.9% of students at or above national norm Grades K-8 54.7% of students meeting growth targets Grades 3-8 26% of students with projected proficiency on NYS exams
Grade Level Common Assessments	NEW	50% of students will demonstrate on level standards acquisition related to Math as demonstrated by grade level common assessments
Embedded Formative Assessment/ Standards Based Progress Trackers	NEW	100% of students will demonstrate progress towards grade level standards acquisition in Math as measured by pre/post assessment and progress trackers

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
26-Jan	29-Jan	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q3)
1-Feb	5-Feb	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
22-Feb	26-Feb	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
12-Apr	16-Apr	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q4)
12-Apr	16-Apr	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking

School 17 2020-21 SY SCEP

		by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
3-May	28-May	Spring school wide assessment administration, with student progress goal setting (NWEA?).
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

4-Jan	12-Feb	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
22-Feb	26-Feb	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
1-Mar	16-Apr	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
10-May	18-Jun	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking

School 17 2020-21 SY SCEP

		by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
6-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

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)

School 17 2020-21 SY SCEP

Need	Strategy to Address	When
<i>Inequities and inconsistencies in access to virtual learning</i>	<i>Chromebooks for all students, with wi-fi access; synchronous and asynchronous learning; common learning platform for archiving lessons</i>	?
<i>Regular contact and two way communication with students and families</i>	<i>Selection of a common electronic platform for communication</i>	August 2020
<i>Uncertainty of consistent attendance and learning continuity</i>	<i>Tracking of student learning (live and virtual) through standards based progress tracker and common pacing chart</i>	August 2020
<i>Gaps in student learning due to inconsistent participation during COVID closure</i>	<i>Formative pre/post assessments, grade level +/- standards trackers for each student by content area, differentiated support, co-teaching</i>	August 2020
<i>Rapid referrals and tracking for essential student/family needs and support</i>	<i>Shared COVID tracking tool, community school site coordinator, Tier 2 outreach and support team. Systems Integration Project/Work Group</i>	August 2020
<i>Nearly 40% staff turn over due to mid-year and year end reductions in force</i>	<i>Ensure clarity of expectations in School Level Living Contract, regular staff team building and self-care, full faculty meetings 2x month</i>	Monthly
<i>Flexibility in planning instruction, staff professional learning, and parent engagement</i>	<i>Utilization of Zoom and blended learning experiences (in person with recording) to encourage real time and recorded participation for increased access</i>	Continuing

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
.78	.72

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?)
<i>Tiered Academic Supports for Students are more consistent and more structured for ELLs than they are for NonELLs. Additional supports are often driven by mandated services (ENL, IEP) and this leads to more coordinated, consistent co-teaching in dual language classrooms and additional small group service provision for ELLs and SWDs.</i>	
<i>School 17's Dual Language Program is founded on the research of the Gomez and Gomez model. This is implemented with varying fidelity. Integrated/push in ENL instruction is limited when PBL is taught primarily in Spanish. This is particularly true in primary grades and with emerging ELLs.</i>	
<i>Integrated Language and Literacy Instruction must extend beyond the ENL classroom and the ENL teacher.</i>	

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
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal: Co-teaching Strategies
1-Aug	1-Sep	Develop a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
24-Aug	26-Aug	Create grade level (+/-1) standards based progress trackers for each content area, for each teacher, and for each student. Embedded Professional learning in GLT to discuss embedded formative assessment, progress monitoring, and Response to Intervention documentation.
24-Aug	26-Aug	Analyze K-5 My View/Mi Vision for alignment with content standards for NGSS science and NYS Social Studies.
24-Aug	26-Aug	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q1)
24-Aug	26-Aug	Co-teaching teams determine their co-teaching model and common co-planning time (classroom teachers, SPED, ENL, Intervention teachers)
24-Aug	26-Aug	Co-teaching teams will attend co-teaching training; sharing of school wide

ELP or School-Selected Goal

		expectations related to grade level teams and co-teaching
1-Sep	30-Jun	Based on these outcomes students will self-assess, plan and goal set for next steps in learning and receive targeted differentiated support.
1-Sep	30-Jun	Teacher teams will review student learning outcome data weekly in grade level teams and plan for collaborative provision of differentiated supports and flexible student grouping bi-weekly.
1-Sep	30-Jun	Grade level standards trackers and pacing charts updated and posted in Teacher Conference Room, monthly
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to co-teaching models, engaging in action research to learn co-teaching strategies, implementation and reflection, with additions to the School 17 Staff Handbook/website for Co-Teaching with findings and learnings.
9-Sep	24-Jun	Increase student self- awareness of expected learning outcomes by unit by utilizing a standard based progress tracker, highlighting learning targets, pre/post/self assessment and feedback in each lesson and embedded common formative assessment data weekly.
15-Sep	15-Oct	Fall school wide assessment administration, with student progress goal setting (NWEA?).
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
28-Sep	2-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
2-Nov	6-Nov	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
9-Nov	13-Nov	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q2)
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
7-Dec	23-Dec	Winter school wide assessment administration, with student progress goal setting (NWEA?).
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

ELP or School-Selected Goal

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
NWEA MAP Reading	<p>Grades K-2 19.9% of students at or above national norm</p> <p>Grades K-8 39.4% of students meeting growth targets</p> <p>Grades 3-8 9.9% of students with projected proficiency on NYS exams</p> <p>INSERT CHARTS</p>	<p>Grades K-2 36% of students at or above national norm</p> <p>Grades K-8 52% of students meeting growth targets</p> <p>Grades 3-8 28% of students with projected proficiency on NYS exams</p>
Grade Level Common Assessments	NEW	50% of students will demonstrate on level standards acquisition related to ELA as demonstrated by grade level common assessments
Embedded Formative Assessment/ Standards Based Progress Trackers	NEW	100% of students will demonstrate progress towards grade level standards acquisition in ELA as measured by pre/post assessment and progress trackers

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.

ELP or School-Selected Goal

9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices, aligned to the monthly professional learning plan.
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

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
24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	The Instructional Leadership Team will conduct weekly instructional walkthroughs with a focus on culturally responsive and integrated language instructional strategies and embedded formative assessment practices,

ELP or School-Selected Goal

		aligned to the monthly professional learning plan.
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas to provide feedback towards student growth and progress toward learning goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
26-Jan	29-Jan	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q3)
1-Feb	5-Feb	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
22-Feb	26-Feb	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
12-Apr	16-Apr	Review RCSD Prioritized Curriculum for ELA/Math, Review RCSD pacing charts for each content area. (Q4)
12-Apr	16-Apr	Review, revise and adjust a schedule that maximizes the use of staff and co-teaching, auxiliary (push in) support - in addition to state mandated services
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
3-May	28-May	Spring school wide assessment administration, with student progress goal setting (NWEA?).
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor co-teaching effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

ELP or School-Selected Goal

4-Jan	12-Feb	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
22-Feb	26-Feb	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
1-Mar	16-Apr	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
10-May	18-Jun	***NGS Scaffolds - 6 week cycles - demonstration lesson - identify 5 language scaffolds to be used school wide, across grades and across content areas, create walkthroughs, demo lessons
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	***Ongoing monitor language scaffolds, effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

Addressing COVID-19 Related Challenges

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

ELP or School-Selected Goal

<i>Inequities and inconsistencies in access to virtual learning</i>	<i>Chromebooks for all students, with wi-fi access; synchronous and asynchronous learning; common learning platform for archiving lessons</i>	?
<i>Regular contact and two way communication with students and families</i>	<i>Selection of a common electronic platform for communication</i>	August 2020
<i>Uncertainty of consistent attendance and learning continuity</i>	<i>Tracking of student learning (live and virtual) through standards based progress tracker and common pacing chart</i>	August 2020
<i>Gaps in student learning due to inconsistent participation during COVID closure</i>	<i>Formative pre/post assessments, grade level +/- standards trackers for each student by content area, differentiated support, co-teaching</i>	August 2020
<i>Rapid referrals and tracking for essential student/family needs and support</i>	<i>Shared COVID tracking tool, community school site coordinator, Tier 2 outreach and support team. Systems Integration Project/Work Group</i>	August 2020
<i>Nearly 40% staff turn over due to mid-year and year end reductions in force</i>	<i>Ensure clarity of expectations in School Level Living Contract, regular staff team building and self-care, full faculty meetings 2x month</i>	Monthly
<i>Flexibility in planning instruction, staff professional learning, and parent engagement</i>	<i>Utilization of Zoom and blended learning experiences (in person with recording) to encourage real time and recorded participation for increased access</i>	Continuing

Chronic Absenteeism or School-Selected Goal

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	39.2	43.9
Black	35	41.4

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?)
Staff may not be focusing enough on the importance of student attendance. Parents and students may not understand the expectation for good attendance and the structures to support improved attendance at home. There is a historical and cultural difference in the expectation for attendance.	
There is a delay in updating student records with updated contact information, transportation/physical addresses. This results in a five-day wait for transportation changes for most students, leading to increases in absenteeism when families move.	
Teachers and community school partners need to engage in transparent efforts and two-way communication regarding referrals to external tiered supports. There is a need to better identify, track and support students and families with health needs, both physical and mental. Students with chronic health conditions, like asthma, tend to miss more school due to lack of preventative health care and frequent doctor's visits.	
Communication and relationships are strained between staff and families. Parents indicate that they are not aware that their child is struggling until it is too late, i.e. report cards, attendance letters, failing grades. Strained relationships and communication may result in a lower likelihood to send the child to school regularly in an effort to avoid conflict.	Black subgroup, homerooms that had midyear teacher transitions
School 17 has a strong dual language program and parents who select the program for their children are often more engaged than the non-dual language classroom parents. Because of the strong focus on dual language, Black families who are not part of the program may not feel as connected and represented in the school.	
Relationships among staff, students, and parents are often strained when there is a history of trauma. Behavioral and mental health concerns often result in more student absences. There is a need to focus on continued professional learning and structures for being a trauma-responsive school.	

Chronic Absenteeism or School-Selected Goal

Engagement Plans-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
1-Jul	15-Sep	Build relationships with families over the summer by contacting the families of students that have been chronically absent. Help with support, and establish communication before the kid is required to report to class. Help families get support before it's a crisis. Be proactive with communication/actions.
15-Aug	15-Sep	Communicate attendance expectations to all families, 95% attendance expectation, process for reporting attendance, and interventions.
9-Sep	24-Jun	Attendance team to review weekly ABC data and provide second tier outreach, with coordination of community school supports.
9-Sep	24-Jun	Monthly review of attendance data and community school referrals by admin team, monthly data tracking and individualized problem solving.
1-Sep	30-Sep	Parental education opportunities with small networks on improving attendance.
1-Aug	15-Sep	Individualized outreach to families who had <85% attendance during 2019-20 SY to create attendance improvement plans. Monthly review.
1-Aug	30-Jun	Summer and monthly review of mismatched physical/transportation addresses.
1-Aug	30-Jun	Summer and quarterly contact information verification, records review.
1-Aug	30-Jun	Monthly McKinney Vento documentation and data review for individual students.
1-Sep	30-Sep	Create "bus buddies" plans and neighborhood opt-in contact info sharing to create networks of families by bus route/neighborhood.
1-Aug	30-Sep	Establish a single point of contact for each student, with preferred contact method, time, and increased communication access.
1-Aug	30-Aug	5 week interim reports including attendance goal setting and progress tracking.
9-Sep	24-Jun	Daily posting of homeroom attendance in hallway displays.
9-Sep	24-Jun	Visible, monthly celebrations of attendance improvements, positive attendance recognition ceremonies, 100% attenDANCE visits, Hall of Fame Display, incentives. Specific plan/menu to be created over the summer

1-Aug	30-Aug	Establish a consistent electronic platform for two way parent communication with parents (RCS D parent portal, Class Dojo, Remind)
15-Aug	15-Sep	Create Title I Family Engagement Plan with monthly family events centered around cultural assets that mirror SWMM calendar.

Chronic Absenteeism or School-Selected Goal

15-Aug	15-Sep	Inviting parents to engage on several different platforms, Zoom meetings/training, special events. Using event time to provide parents with knowledge. More staff participation/attending events so they can meet the parents with good spirits, rather than when they're at work or rushing to pick up/drop off their child.
1-Sep	16-Oct	Reporting the positives just as frequent as the negatives in the classroom. Consistent shout outs, reward programs, encouragement systems, learning from behavior rather than punishment for behavior. 1 on 1 sessions or social emotional individual support to help the child unpack their emotions, to help provide a "clear mind" in the classroom.
6-Sep	24-Jun	Collaborate with successful community agencies already engaging our African American families and have a monthly meeting "at the school" to do 2 things, 1- plan and organize 2 big events, celebrating all of the positive changes that have come out of everything that has happened and 2- to work on an individual school plan to work with our school parents and students.
1-Aug	1-Oct	Parent Input Survey - Asset Based Community Development, min. 2 families per homeroom
1-Aug	1-Oct	Create needs based parent support groups based on parent surveys to engage additional families in school leadership and collaboration.
8-Oct	8-Oct	Parent led workgroup to plan for Title I Family Engagement plan, similar to PLTI workshop with perspectives on engagement.
1-Sep	15-Oct	P/T Conf, 1:1 meetings with all families (in person or via zoom) to review grade level expectations and current levels of performance
1-Sep	30-Sep	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
9-Sep	16-Oct	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
11-Sep	11-Sep	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
1-Oct	30-Oct	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
13-Oct	24-Nov	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Nov	30-Nov	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
30-Nov	30-Nov	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
30-Nov	12-Jan	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Dec	30-Dec	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)

Chronic Absenteeism or School-Selected Goal

24-Aug	9-Sep	All teachers will review and revise curriculum maps using Understanding by Design and Prioritizing Curriculum (Ainsworth) to align with K-5 My View implementation and Next Generation Standards and RCSD curriculum guidance documents.
15-Sep	15-Sep	Teachers will identify prioritized standards for each grade level and create student/parent friendly syllabi and standards-based progress trackers for each subject within a year at a glance. These will be divided by quarter to ensure appropriate pacing and clarity for report card grades.
9-Sep	24-Jun	Progress reports utilizing the standards based progress tracker will be reviewed weekly by grade level teams for lesson planning, instructional tracking, student grouping for differentiated support and common formative assessments.
9-Sep	24-Jun	ILT will review grade level data related to standards based progress trackers monthly. Visible tracking documents will be posted in the Teacher Conference Room to ensure grade level cohesion and coverage.
9-Sep	24-Jun	PLCs will utilize a rolling agenda with two meetings per week: Data Meeting to review individual student data related ABC (Attendance, Behavior, and Classwork/Student Academic Performance, Parent Communication) and T&L Meeting to review pacing, instructional strategies, and common formative assessment trends
9-Sep	24-Jun	All teachers will provide five week interim reports in all content areas and attendance to provide feedback towards student growth and progress toward learning and attendance goals identified in the quarterly syllabus. Interim report formats will be developed by grade level teams and approved by SBPT.

15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal
1-Aug	30-Aug	Create a year-long PD plan to focus on the school-wide SEL
1-Aug	30-Aug	Review behavioral data patterns from 2019-20 SY. Create individualized plans for proactive SEL support for students who demonstrated high frequency behavior.
1-Aug	30-Sep	Identify a single point of contact for the most intensive 5% of "frequent flyer" students; arrange for an in-person planning and support meeting to develop an agreed upon individualized plan within the first 5 weeks of the 2020-21 SY.
1-Aug	30-Aug	Identify alternative logical consequences rather than a Suspension. Incorporate restorative mediation prior to returning to class using

Chronic Absenteeism or School-Selected Goal

		restorative dialogue
1-Aug	30-Aug	Create a Tier II Outreach Form that identifies how SEL support is provided so that staff have immediate knowledge of support (COVID form)
1-Sep	30-Sep	Conduct a Survey with all staff regarding trauma [Complete TRUST Tool questionnaire for staff provides a quick snapshot of the school and recommendations (CCSI)]
1-Sep	30-Dec	Utilize Trauma -Informed School Step by Step Implementation Guide. Jim Spoleder and Heather Forbes
1-Sep	30-Sep	Develop classroom compacts with each classroom. Ensure consistency with school wide expectations and common rituals across grade level homerooms.
6-Sep	24-Jun	Weekly SEL meetings to review student case management referrals and referrals from Grade Level Team ABC data meetings. Create/adjust individual student support plans.
6-Sep	24-Jun	SEL support staff to meet with the GLT team monthly to communicate between CRT and Tier 2 SEL support.
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
6-Sep	24-Jun	Create Trauma-Informed Schools Strategies/Resource Guide “Stressed brains can’t learn” utilizing Responsive Classroom, Restorative Practice, Trauma Informed Care, and Mindfulness
6-Sep	24-Jun	All school leaders, classroom teachers, and SEL providers will utilize the case management tracking tool for data entry across systems. Data will be reviewed weekly by admin team, instructional leadership team, SEL providers
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to trauma informed schools, learning and engaging in action research to learn about trauma informed schools, implementation and reflection, with additions to the School 17 Staff Handbook/website for trauma informed schools with findings and learnings.
9-Sep	23-Oct	Explicit teaching of school wide expectations for behavior in various settings/ First Six Weeks.
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
28-Sep	2-Oct	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

Chronic Absenteeism or School-Selected Goal

15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

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 goals 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 (<i>replace with alternate data source if not using a CA goal</i>)	ALL	DATA AS OF 3/13/20 PK-8 366/646 56.7% Gr 1-8 280/517 54.1% Gr 7-8 117/160 73.1%	

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
1-Jul	15-Sep	Build relationships with families over the summer by contacting the families of students that have been chronically absent. Help with support, and establish communication before the kid is required to report to class. Help families get support before it's a crisis. Be proactive with communication/actions.

Chronic Absenteeism or School-Selected Goal

15-Aug	15-Sep	Communicate attendance expectations to all families, 95% attendance expectation, process for reporting attendance, and interventions.
9-Sep	24-Jun	Attendance team to review weekly ABC data and provide second tier outreach, with coordination of community school supports.
9-Sep	24-Jun	Monthly review of attendance data and community school referrals by admin team, monthly data tracking and individualized problem solving.
1-Sep	30-Sep	Parental education opportunities with small networks on improving attendance.
1-Aug	15-Sep	Individualized outreach to families who had <85% attendance during 2019-20 SY to create attendance improvement plans. Monthly review.
1-Aug	30-Jun	Summer and monthly review of mismatched physical/transportation addresses.
1-Aug	30-Jun	Summer and quarterly contact information verification, records review.
1-Aug	30-Jun	Monthly McKinney Vento documentation and data review for individual students.
1-Sep	30-Sep	Create "bus buddies" plans and neighborhood networks of families by bus route.
1-Aug	30-Sep	Establish a single point of contact for each student, with preferred contact method, time, and increased communication access.
1-Aug	30-Aug	5 week interim reports including attendance goal setting and progress tracking.
9-Sep	24-Jun	Daily posting of homeroom attendance in hallway displays.
9-Sep	24-Jun	Visible, monthly celebrations of attendance improvements, positive attendance recognition ceremonies, 100% attenDANCE visits, Hall of Fame Display, incentives. Specific plan/menu to be created over the summer

6-Sep	24-Jun	Weekly SEL meetings to review student case management referrals and referrals from Grade Level Team ABC data meetings. Create/adjust individual student support plans.
6-Sep	24-Jun	SEL support staff to meet with the GLT team monthly to communicate between CRT and Tier 2 SEL support.
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
6-Sep	24-Jun	Create Trauma-Informed Schools Strategies/Resource Guide "Stressed brains can't learn" utilizing Responsive Classroom, Restorative Practice, Trauma Informed Care, and Mindfulness
6-Sep	24-Jun	All school leaders, classroom teachers, and SEL providers will utilize the case management tracking tool for data entry across systems. Data will be reviewed weekly by admin team, instructional leadership team, SEL

Chronic Absenteeism or School-Selected Goal

		providers
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to trauma informed schools, learning and engaging in action research to learn about trauma informed schools, implementation and reflection, with additions to the School 17 Staff Handbook/website for trauma informed schools with findings and learnings.

21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
22-Feb	26-Feb	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

1-Jan	30-Jan	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
13-Jan	12-Feb	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.

Chronic Absenteeism or School-Selected Goal

1-Feb	28-Feb	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
1-Feb	1-Feb	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
22-Feb	26-Mar	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Feb	4-Mar	P/T Conf, 1:1 meetings with all families (in person or via zoom) to review progress toward grade level expectations and current levels of performance
1-Mar	30-Mar	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
1-Apr	30-Apr	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
5-Apr	14-May	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
26-Apr	26-Apr	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
1-May	30-May	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
17-May	21-Jun	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Jun	30-Jun	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)

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
<i>Inequities and inconsistencies in access to virtual learning</i>	<i>Chromebooks for all students, with wi-fi access; synchronous and asynchronous learning; common learning platform for archiving lessons</i>	?
<i>Regular contact and two way communication with students and families</i>	<i>Selection of a common electronic platform for communication</i>	August 2020
<i>Uncertainty of consistent attendance and learning continuity</i>	<i>Tracking of student learning (live and virtual) through standards based progress tracker and common pacing chart</i>	August 2020
<i>Gaps in student learning due to inconsistent participation during COVID closure</i>	<i>Formative pre/post assessments, grade level +/- standards trackers for each student by</i>	August 2020

Chronic Absenteeism or School-Selected Goal

	<i>content area, differentiated support, co-teaching</i>	
<i>Rapid referrals and tracking for essential student/family needs and support</i>	<i>Shared COVID tracking tool, community school site coordinator, Tier 2 outreach and support team. Systems Integration Project/Work Group</i>	August 2020
<i>Nearly 40% staff turn over due to mid-year and year end reductions in force</i>	<i>Ensure clarity of expectations in School Level Living Contract, regular staff team building and self-care, full faculty meetings 2x month</i>	Monthly
<i>Flexibility in planning instruction, staff professional learning, and parent engagement</i>	<i>Utilization of Zoom and blended learning experiences (in person with recording) to encourage real time and recorded participation for increased access</i>	Continuing

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Parent	Input Survey - ABCD Interviews		
Student	Climate Survey - Students respect one another.		
Staff	Desire to maintain connection with each other through full faculty meetings 2 x mos (voluntary)		

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
<i>There are lower levels of engagement, from Black students and Black parents at School 17. The community has heavily focused on development of the dual language program and ensuring cultural relevance for Latino students seems to be more visible than for Black Students. Relationships between staff and Latino and Black parents are uneven. Black students and families may feel disconnected and undervalued and therefore, do not engage or see themselves as "fitting in" at the school.</i>
<i>Adverse Childhood Experiences (ACEs) deeply affect student learning and result in trauma. Trauma is often mistaken as disengagement or misbehavior. When trauma needs are unmet, instructional time is lost due to high levels of classroom management needs.</i>
<i>Due to COVID closures and high levels of staff turnover, it will be important to maintain a sense of connection and unity among all faculty members so that School 17 can continue to build the collaborative culture that has supported students most effectively. Communication and connection among school and community school staff needs to remain as transparent and tight as it has during COVID.</i>

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
15-Jul	15-Aug	July SBPT review of Collegial Circle PD Proposal
1-Aug	30-Aug	Create a year-long PD plan to focus on the school-wide SEL
1-Aug	30-Aug	Review behavioral data patterns from 2019-20 SY. Create individualized plans for proactive SEL support for students who demonstrated high frequency behavior.
1-Aug	30-Sep	Identify a single point of contact for the most intensive 5% of "frequent flyer" students; arrange for an in-person planning and support meeting to

Survey Goal

		develop an agreed upon individualized plan within the first 5 weeks of the 2020-21 SY.
1-Aug	30-Aug	Identify alternative logical consequences rather than a Suspension. Incorporate restorative mediation prior to returning to class using restorative dialogue
1-Aug	30-Aug	Create a Tier II Outreach Form that identifies how SEL support is provided so that staff have immediate knowledge of support (COVID form)
1-Sep	30-Sep	Conduct a Survey with all staff regarding trauma [Complete TRUST Tool questionnaire for staff provides a quick snapshot of the school and recommendations (CCSI)]
1-Sep	30-Dec	Utilize Trauma -Informed School Step by Step Implementation Guide. Jim Spoleder and Heather Forbes
1-Sep	30-Sep	Develop classroom compacts with each classroom. Ensure consistency with school wide expectations and common rituals across grade level homerooms.
6-Sep	24-Jun	Weekly SEL meetings to review student case management referrals and referrals from Grade Level Team ABC data meetings. Create/adjust individual student support plans.
6-Sep	24-Jun	SEL support staff to meet with the GLT team monthly to communicate between CRT and Tier 2 SEL support.
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
6-Sep	24-Jun	Create Trauma-Informed Schools Strategies/Resource Guide “Stressed brains can’t learn” utilizing Responsive Classroom, Restorative Practice, Trauma Informed Care, and Mindfulness
6-Sep	24-Jun	All school leaders, classroom teachers, and SEL providers will utilize the case management tracking tool for data entry across systems. Data will be reviewed weekly by admin team, instructional leadership team, SEL providers
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to trauma informed schools, learning and engaging in action research to learn about trauma informed schools, implementation and reflection, with additions to the School 17 Staff Handbook/website for trauma informed schools with findings and learnings.
9-Sep	23-Oct	Explicit teaching of school wide expectations for behavior in various settings/ First Six Weeks.
17-Sep	17-Sep	Monthly updates of progress monitoring toward goals and activity tracking

Survey Goal

		by SBPT (1st, 3rd Thursday of each month)
28-Sep	2-Oct	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Oct	15-Oct	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Oct	30-Oct	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
19-Nov	19-Nov	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
30-Nov	3-Dec	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Dec	17-Dec	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)

1-Aug	30-Aug	Establish a consistent electronic platform for two way parent communication with parents (RCS D parent portal, Class Dojo, Remind)
15-Aug	15-Sep	Create Title I Family Engagement Plan with monthly family events centered around cultural assets that mirror SWMM calendar.
15-Aug	15-Sep	Inviting parents to engage on several different platforms, Zoom meetings/training, special events. Using event time to provide parents with knowledge. More staff participation/attending events so they can meet the parents with good spirits, rather than when they're at work or rushing to pick up/drop off their child.
1-Sep	16-Oct	Reporting the positives just as frequent as the negatives in the classroom. Consistent shout outs, reward programs, encouragement systems, learning from behavior rather than punishment for behavior. 1 on 1 sessions or social emotional individual support to help the child unpack their emotions, to help provide a "clear mind" in the classroom.
6-Sep	24-Jun	Collaborate with successful community agencies already engaging our African American families and have a monthly meeting "at the school" to do 2 things, 1- plan and organize 2 big events, celebrating all of the positive changes that have come out of everything that has happened and 2- to work on an individual school plan to work with our school parents and students.
1-Aug	1-Oct	Parent Input Survey - Asset Based Community Development, min. 2 families per homeroom
1-Aug	1-Oct	Create needs based parent support groups based on parent surveys to engage additional families in school leadership and collaboration.
8-Oct	8-Oct	Parent led workgroup to plan for Title I Family Engagement plan, similar to PLTI workshop with perspectives on engagement.

Survey Goal

1-Sep	15-Oct	P/T Conf, 1:1 meetings with all families (in person or via zoom) to review grade level expectations and current levels of performance
1-Sep	30-Sep	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
9-Sep	16-Oct	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
11-Sep	11-Sep	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
1-Oct	30-Oct	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
13-Oct	24-Nov	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Nov	30-Nov	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
30-Nov	30-Nov	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
30-Nov	12-Jan	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Dec	30-Dec	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)

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
Case Management Tool Suspension Data Student Survey Help Zone Referrals CFY referrals	Reduce referral by 10% and suspension data 80% of "frequent flyers" show reduced incidents

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
-------	-----	--------

6-Sep	24-Jun	Weekly SEL meetings to review student case management referrals and referrals from Grade Level Team ABC data meetings. Create/adjust individual
-------	--------	---

Survey Goal

		student support plans.
6-Sep	24-Jun	SEL support staff to meet with the GLT team monthly to communicate between CRT and Tier 2 SEL support.
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
6-Sep	24-Jun	Create Trauma-Informed Schools Strategies/Resource Guide “Stressed brains can’t learn” utilizing Responsive Classroom, Restorative Practice, Trauma Informed Care, and Mindfulness
6-Sep	24-Jun	All school leaders, classroom teachers, and SEL providers will utilize the case management tracking tool for data entry across systems. Data will be reviewed weekly by admin team, instructional leadership team, SEL providers
6-Sep	24-Jun	Grade level PLCs will review behavioral data weekly, referring students who exhibit a high level of behavioral needs to the Student Support Team for additional Tier III interventions.
8-Sep	24-Jun	Collegial circle (PD hours determined by SBPT) with monthly meetings related to trauma informed schools, learning and engaging in action research to learn about trauma informed schools, implementation and reflection, with additions to the School 17 Staff Handbook/website for trauma informed schools with findings and learnings.

21-Jan	21-Jan	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
25-Jan	29-Jan	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
22-Feb	26-Feb	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
25-Feb	25-Feb	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
18-Mar	18-Mar	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
22-Mar	26-Mar	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
15-Apr	15-Apr	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
26-Apr	30-Apr	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
20-May	20-May	Monthly updates of progress monitoring toward goals and activity tracking

Survey Goal

		by SBPT (1st, 3rd Thursday of each month)
24-May	27-May	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.
17-Jun	17-Jun	Monthly updates of progress monitoring toward goals and activity tracking by SBPT (1st, 3rd Thursday of each month)
21-Jun	24-Jun	Ongoing monitor SEL/trauma informed schools model effectiveness, adjustment/changes made accordingly, within Grade Level Team Meetings.

1-Jan	30-Jan	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
13-Jan	12-Feb	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Feb	28-Feb	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
1-Feb	1-Feb	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
22-Feb	26-Mar	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Feb	4-Mar	P/T Conf, 1:1 meetings with all families (in person or via zoom) to review progress toward grade level expectations and current levels of performance
1-Mar	30-Mar	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
1-Apr	30-Apr	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
5-Apr	14-May	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
26-Apr	26-Apr	Quarterly syllabus and standards progress tracker by grade, by subject - student friendly language
1-May	30-May	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)
17-May	21-Jun	5 week interim progress reports utilizing grade level progress trackers and Response to Intervention Plans.
1-Jun	30-Jun	Contact/communication logs for each child; add parent communication element to google sheet for ABC data meeting (COVID Form)

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)*

Survey Goal

Need	Strategy to Address	When
<i>Inequities and inconsistencies in access to virtual learning</i>	<i>Chromebooks for all students, with wi-fi access; synchronous and asynchronous learning; common learning platform for archiving lessons</i>	?
<i>Regular contact and two way communication with students and families</i>	<i>Selection of a common electronic platform for communication</i>	August 2020
<i>Uncertainty of consistent attendance and learning continuity</i>	<i>Tracking of student learning (live and virtual) through standards based progress tracker and common pacing chart</i>	August 2020
<i>Gaps in student learning due to inconsistent participation during COVID closure</i>	<i>Formative pre/post assessments, grade level +/- standards trackers for each student by content area, differentiated support, co-teaching</i>	August 2020
<i>Rapid referrals and tracking for essential student/family needs and support</i>	<i>Shared COVID tracking tool, community school site coordinator, Tier 2 outreach and support team. Systems Integration Project/Work Group</i>	August 2020
<i>Nearly 40% staff turn over due to mid-year and year end reductions in force</i>	<i>Ensure clarity of expectations in School Level Living Contract, regular staff team building and self-care, full faculty meetings 2x month</i>	Monthly
<i>Flexibility in planning instruction, staff professional learning, and parent engagement</i>	<i>Utilization of Zoom and blended learning experiences (in person with recording) to encourage real time and recorded participation for increased access</i>	Continuing

Submission Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. As part of the root cause analysis process, the school 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. 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).