New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
School Comprehensive Education Plan
(SCEP)

District	School Name	Principal	Grades Served
RCSD	Franklin Lower School	Stephanie Harris	7-8

2018-19 Accountability Data

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

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

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
Example: 3/6/20	*x*	*x*			
6/12/20	x				
7/8/20	x				
7/16/20	x	x	x		
7/30			x	x	
8/6	x	x	x	x	x
8/7		x	x	x	

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

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

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

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

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*							Signature
		6/12	7/8	7/16	7/30	8/6	8/7	8/14	
Stephanie Harris	School Principal	x	x	x	**x**	**x**	x		
Pam Kissel	ISA- School Partner	x		x					
Jeanne Carlivati	ISA- School Partner	x		x					
Holi Phillips	Math Teacher		x	x					
Erik Deisinger	SPED Teacher		x	x	**x**				
Kimberly Jones	SPED Teacher		x	x	**x**				
Elizabeth Dunne	SPED Teacher		x	x	**x**				
Stephen Montgomery	Math Teacher				**x**				
Michelle Maxwell	School Secretary						x		
Nora Roman	Home School Assistant								
Heidi Jackson	Assistant Principal				**x**				
Terry Richards	Assistant Principal				**x**				
Markita Hamilton	Parent							x	
	Student								
	Student								
Victor Wilson	Head Custodial Eng						x		

Evidence-Based Intervention

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

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

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

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

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

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

x **State-Supported Evidence Based Strategy**

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	ELA & Math

☐ **Clearinghouse-Identified**

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

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

☐ **School-Identified**

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

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	By June 2021, the overall Academic Achievement index will be 52.3	31.6 (MS grades at Integrated Arts and Tech)

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?)
Students are not expected to write daily or use academic language to express and explain their reasoning in multiple ways during ELA instruction	ALL Grades/ ELA
Instruction is often teacher-centered with very little opportunity for student engagement, rigor, or discussion	ALL Grades/ ELA

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**
7/2020	8/2020	The design of the structure of the school will be finalized to include a Team approach. This structure supports the development of smaller professional learning communities (PLCs). The Master Schedule will be developed to include Common Planning for these PLCs which will meet once per week (sometimes twice) to focus on the understanding of best practices (using academic language, writing daily, student engagement, rigor, and discussion) data analysis using formative/summative assessments, benchmark data and teacher observation data practices
7/2020	8/2020	The master schedule will be developed to include additional time called "My Time" in order to support using academic language, writing daily, student engagement, rigor, and discussion during ELA intervention
8/2020	8/2020	Teachers will be surveyed to see their level of professional development wants and needs as it relates to using academic language, writing daily, student engagement, rigor, and discussion
8/2020	9/2020	The School Based Planning Team will meet to discuss Professional Learning Communities (PLC). Both grade-level and department level will be determined. The team will determine how the definition and expectations will be rolled out to staff and what the structure will be. Determine what foundations will be used in order to design effective PLCs and create (with teacher input) a proposed schedule of professional

		learning opportunities that support using academic language, writing daily, student engagement, rigor, and discussion
9/2020	9/2020	The SBPT will meet with the teachers to share the plan and expectations for PLCs. The need for teacher input and participation will be emphasized
9/2020	10/2020	The school counselors with the administrator will meet with each student on their team to set academic goals and develop an action plan for students to meet these goals. These goals will be shared with the teachers for monitoring and follow-up with individual learning plans
9/2020	10/2020	ELA Department will form a consistent meeting time and develop action plan items to approach ELA Goal. This will include the use of the District's Common Formative Assessments (CFAs), NWEA scheduling, 4 week data cycles, etc. that will ensure that students are receiving needed intervention (acceleration included) to close gaps/ continue growth during "My Time" The ELA Dept will also monitor the goal to ensure that students are using academic language, writing daily, there is increased student engagement, rigor, and opportunities for discussion
9/2020	10/2020	The administrative team will design and plan focused walk-throughs that will inventory student writing opportunities, the use of academic language, student engagement, rigor, and discussion during ELA instruction
9/2020	10/2020	ISA (Institute for Student Achievement, a school partner) instructional coaches will develop a plan of roll out for supporting classroom instruction as it relates to using academic language, writing daily, student engagement, rigor, and discussion. This plan will be shared with the Administrative team and aligned to the focused walkthroughs. This information will be shared with the school community
9/2020	10/2020	The ILT, ISA with the Administrative team will conduct support walkthroughs with actionable and timely feedback. The team will review walkthrough data, look at student work, and develop a system for feedback and monitoring follow-up. This information will be shared with the school community to consider how to evaluate and improve teaching and learning
09/2020	10/2020	The Home School Assistant (HSA) in conjunction with the ILT team and ELA Dept will include academic information and progress in the monthly electronic parent newsletter. Information will include: ELA goals, progress being made towards these goals, strategies for families to use at home to assist, importance of daily attendance and student achievement. Newsletters will be translated to accommodate student's family language
9/2020	11/2020	Teacher's will attend and lead data-driven professional learning opportunities once data is analyzed. These professional learnings will include strategies to address using academic language, writing daily, there is increased student engagement, rigor, and opportunities for discussion
10/2020	11/2020	ILT and ELA Dept will develop a plan to present curriculum information and student data to staff and families consistently. The team will be responsible for reporting our progress towards this SCEP goal

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
NWEA Reading Assessment	Academic Achievement index (Performance index) was 34.5	Academic Achievement index (Performance index) will be 42.3

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
1/2021	2/2021	The teachers will adjust individual plans (this will be on-going) once mid-year assessments are analyzed
1/2021	2/2021	Counselors and Admin will review report card data and student's academic goals, meet with each student for a mid-year academic check
1/2021	2/2021	The ELA team and ILT will analyze and make data-driven decisions to measure the impact of teaching, learning and intervention based on the results of the mid-year benchmarks. Item analysis will be created to take deeper dives into each student and the school as a whole. Individual learning plans will be adjusted as needed
1/2021	6/2021	The Administrative team, ISA and ILT will continue with support walkthroughs. In addition, formal and informal observations will be conducted to support this work as well.
1/2021	6/2021	The PLCs will continue to share this information and the progress made towards our goal.

Addressing COVID-19 Related Challenges – ELA Goal

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

Need	Strategy to Address	When
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Ensure that all ELA and Intervention teachers know how to use the ELA department's curriculum	Ensure that there is a focus on the Major/ Supporting standards for each grade level Use "My Time" to support instructional needs	9/2020- 6/2021

maps that incorporate skills and knowledge that may have been missed during this time		

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	By June 2021, the overall Math Academic Achievement index will be 47.4.	22.3 (MS grades at Integrated Arts and Tech)

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?)
Students do not have enough focused opportunities to explain or justify (talk/discuss using academic language) their mathematical thinking and reasoning skills	ALL Grades/ ELA
Instruction is mostly teacher-centered with very little opportunity for student engagement, rigor, or discussion	ALL Grades/ ELA

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**
7/2020	8/2020	The design of the structure of the school will be finalized to include a Team approach. This structure supports the development of smaller professional learning communities (PLCs). The Master Schedule will be developed to include Common Planning for these PLCs which will meet one per week (sometimes twice) to focus on the understanding of best practices (student talk using academic language, student engagement, rigor, and discussion) data analysis using formative/summative assessments, benchmark data and teacher observation data practices
7/2020	8/2020	The master schedule will be developed to include additional time called "My Time" in order to support the use of talk using academic language, student engagement, rigor, and discussion during Math intervention
8/2020	8/2020	Teachers will be surveyed to see their level of professional development wants and needs as it relates to talk using academic language, student engagement, rigor, and discussion
8/2020	9/2020	The School Based Planning Team will meet to discuss Professional Learning Communities (PLC). Both grade-level and department level will be determined. The team will determine how the definition and expectations will be rolled out to staff and what the structure will be. Determine what foundations will be used in order to design effect PLCs and create (with teacher input) a proposed schedule of professional learning opportunities that support talk using academic language, student engagement, rigor, and discussion

9/2020	9/2020	The SBPT will meet with the teachers to share the plan and expectations for PLCs. The need for teacher input and participation will be emphasized
9/2020	10/2020	The school counselors with the administrator will meet with each student on their team to set academic goals and develop an action plan for students to meet these goals. These goals will be shared with the teachers for monitoring and follow-up with individual learning plans
9/2020	10/2020	The Math Department will form a consistent meeting time and develop action plan items to approach Math Goal. This will include the use of the District's Common Formative Assessments (CFAs), NWEA scheduling, 4 week data cycles, etc. that will ensure that students are receiving needed intervention (acceleration included) to close gaps/ continue growth during "My Time" The Math Dept will also monitor the goal to ensure that students are talking using academic language, there is an increase in student engagement, rigor, and opportunities for rich discussion
9/2020	10/2020	The administrative team will design and plan focused walk-throughs that will inventory student opportunities to talk using academic language, student engagement, rigor, and discussion during Math instruction
9/2020	10/2020	ISA (Institute for Student Achievement, a school partner) instructional coaches will develop a plan of roll out for supporting classroom instruction as it relates to talk using academic language, student engagement, rigor, and discussion. This plan will be shared with the Administrative team and aligned to the focused walkthroughs. This information will be shared with the school community
9/2020	10/2020	The ILT, ISA with the Administrative team will conduct support walkthroughs with actionable and timely feedback. The team will review walkthrough data, look at student work, and develop a system for feedback and monitoring follow-up. This information will be shared with the school community to consider how to evaluate and improve teaching and learning
09/2020	10/2020	The Home School Assistant (HSA) in conjunction with the ILT team and Math Dept will include academic information and progress in the monthly electronic parent newsletter. Information will include: Math goals, progress being made towards these goals, strategies for families to use at home to assist, importance of daily attendance and student achievement. Newsletters will be translated to accommodate student's family language
9/2020	11/2020	Teacher's will attend and lead data-driven professional learning opportunities once data is analyzed. These professional learnings will include strategies to address students talking using academic language, there is an increase in student engagement, rigor, and opportunities for rich discussion
10/2020	11/2020	ILT and Math Dept will develop a plan to present curriculum information and student data to staff and families consistently. The team will be responsible for reporting our progress towards this SCEP goal

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
NWEA Math Assessment	Academic Achievement index (Performance index) was 21.3	Academic Achievement index (Performance index) will be 35.4

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
1/2021	2/2021	The teachers will adjust individual plans (this will be on-going) once mid-year assessments are analyzed
1/2021	2/2021	Counselors and Admin will review report card data and student's academic goals, meet with each student for a mid-year academic check
1/2021	2/2021	The Math team and ILT will analyze and make data-driven decisions to measure the impact of teaching, learning and intervention based on the results of the mid-year benchmarks. Item analysis will be created to take deeper dives into each student and the school as a whole. Individual learning plans will be adjusted as needed
1/2021	6/2021	The Administrative team, ISA and ILT will continue with support walkthroughs. In addition, formal and informal observations will be conducted to support this work as well.
1/2021	6/2021	The PLCs will continue to share this information and the progress made towards our goal.

Addressing COVID-19 Related Challenges – Math Goal

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

Need	Strategy to Address	When
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Ensure that all Math and Intervention teachers know how to use the Math Department's curriculum maps/ scope and sequence that incorporates skills and	Ensure that there is a focus on the Major Emphasis/ Supporting standards for each grade level Use "My Time" to support instructional needs	09/2020-06/2021

knowledge that may have been missed during this time		

ELP

June 2021 Goal	2018-19 ELP Success Ratio
By June 2021, the school will increase the ELP success ratio to 0.5	0.3

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school does not have a consistent system for monitoring and evaluating the progress for our ELL students	Grades 7 & 8/ ELL
Students do not have many opportunities to speak and use academic language in the classroom	Grades 7 & 8/ ELL

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**
7/2020	8/2020	The design of the structure of the school will be finalized to include a Team approach. This structure supports the development of smaller professional learning communities (PLCs). The Master Schedule will be developed to include Common Planning for these PLCs which will meet one per week (sometimes twice) to focus on the understanding of best practices (providing opportunities for students to speak and use academic language in the classroom) and creating a system for data analysis and the monitoring and evaluating of formative/summative assessments, benchmark data and teacher observation data practices.
7/2020	8/2020	The master schedule will be developed to include additional time called "My Time" in order to support and promote students speaking more and using academic language during intervention
8/2020	8/2020	Teachers will be surveyed to see their level of professional development wants and needs as it relates to supporting and promoting students speaking more and using academic language
8/2020	9/2020	The School Based Planning Team will meet to discuss Professional Learning Communities (PLC). Both grade-level and department level will be determined. The team will determine how the definition and expectations will be rolled out to staff and what the structure will be. Determine what foundations will be used in order to design effect PLCs and create (with teacher input) a proposed schedule of professional learning opportunities that support and promote students speaking more and using academic language

9/2020	9/2020	The SBPT will meet with the teachers to share the plan and expectations for PLCs. The need for teacher input and participation will be emphasized
9/2020	10/2020	The school counselors with the administrator will meet with each student on their team to set academic goals and develop an action plan for students to meet these goals. These goals will be shared with the teachers for monitoring and follow-up with individual learning plans
9/2020	10/2020	The ESOL Department will form a consistent meeting time and develop action plan items to approach ELP Goal. This will include the use of the NYSESLAT practice, NWEA scheduling, 4 week data cycles, etc. that will ensure that students are receiving needed intervention (acceleration included) to close gaps/ continue growth during "My Time" The ESOL Dept will also monitor the goal to ensure that students are speaking using academic language and that they are implementing the consistent practice to monitor and evaluate student progress
9/2020	10/2020	The administrative team will design and plan focused walk-throughs that will inventory that students are speaking more and using academic language. They will also include a check-in system during meeting time to ensure the monitoring and if needed, adjusting of student progress is indeed happening
9/2020	10/2020	ISA (Institute for Student Achievement, a school partner) instructional coaches will develop a plan of roll out for supporting classroom instruction as it relates to students speaking more and using academic language This plan will be shared with the Administrative team and aligned to the focused walkthroughs. This information will be shared with the school community
9/2020	10/2020	The ILT, ISA with the Administrative team will conduct support walkthroughs with actionable and timely feedback. The team will review walkthrough data, look at student work, attend ESOL meetings and develop a system for feedback and monitoring follow-up. This information will be shared with the school community to consider how to evaluate and improve teaching and learning
09/2020	10/2020	The Home School Assistant (HSA) in conjunction with the ILT team and the ESOL Dept will include academic information and progress in the monthly electronic parent newsletter. Information will include: ELP goals, progress being made towards these goals, strategies for families to use at home to assist, importance of daily attendance and student achievement. Newsletters will be translated to accommodate student's family language
9/2020	11/2020	Teacher's will attend and lead data-driven professional learning opportunities once data is analyzed. These professional learnings will include strategies to address students speaking and using academic language.
10/2020	11/2020	ILT and ESOL Dept will develop a plan to present curriculum information and student data to staff and families consistently. The team will be responsible for reporting our progress towards this SCEP goal

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

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

Data Source	January 2020 Results	January 2021 Target
NYSESLAT Practice	N/A	50% of students will meet their mid-year growth goal
NWEA Reading Assessment	47% of students met their mid-year growth goal	50% of students will meet their mid-year growth goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/2021	2/2021	The teachers will adjust individual plans (this will be on-going) once mid-year assessments are analyzed
1/2021	2/2021	Counselors, ESOL teacher and Admin will review report card data and student's academic goals, meet with each student for a mid-year academic check
1/2021	2/2021	The ESOL team and ILT will analyze and make data-driven decisions to measure the impact of teaching, learning and intervention based on the results of the mid-year benchmarks. Item analysis will be created to take deeper dives into each student and the school as a whole. Individual learning plans will be adjusted as needed
1/2021	6/2021	The Administrative team, ISA and ILT will continue with support walkthroughs. In addition, formal and informal observations will be conducted to support this work as well.
1/2021	6/2021	The PLCs will continue to share this information and the progress made towards our goal.

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

To be able to connect remotely to all of our ELL students	ensure that items are translated as needed in home language to support instruction at home	8/2020-
Ensure that all ESOL and Intervention teachers know how to use the ELA department's curriculum maps that incorporate skills and knowledge that may have been missed during this time and the use of scaffolds to support our ELL students	Ensure that there is a focus on the Major/ Supporting standards for each grade level Use "My Time" to support instructional needs	9/2020- 6/2021

Chronic Absenteeism

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate
All Students	**By June 2021, the chronic absenteeism rate will be 36.4% or lower.**	62.0% (MS grades at Integrated Arts and Tech)

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school does not have a consistent system to communicate with families when their child is absent	Whole School
The school does not have a consistent plan for pro-active connections/relationships with families to encourage attendance	Whole School

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/2020	9/2020	School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee
8/2020	9/2020	An Attendance Team will be formed and will meet regularly. The team will follow the procedures as stated by the District's Attendance department. This team will be responsible for monitoring, sharing of communication towards (to the entire school community), and meeting this SCEP goal
8/2020	9/2020	The team will develop a specific plan for pro-active connections with families and a consistent system for communication with families for when their child is absent. The team will meet bi-weekly to review data and progress towards the goal in order to make modifications as needed
08/2020	09/2020	The Attendance Team and administrative team will review available attendance data in order to compile the following Tiered lists: Tier 3: Students who were severely chronically absent in 2019-20 (absent 20% of the time) Tier 2: Students who were chronically absent (absent 10% of the time). Tier 1: Those that had perfect to good attendance and expand on ways to keep this up for the current school year The Attendance team and Admin will determine a plan for each Tiered group in efforts to improve the student's attendance for this school year. This plan will allow for early intervention and allow problem solving of ways to eliminate barriers and also ways to pre- celebrate Attendance reports will be run weekly to re-create Tiered focus groups

9/2020	10/2020	The team will communicate this plan and expectation with staff, students and families
09/2020	10/2020	The attendance team will collaborate with other school teams and counselors/social workers to communicate the tiered lists and student attendance goals and to identify the roles that each staff member will have to support students with chronic absenteeism needs. School leaders will clearly communicate the expectation that "My Time" teachers will call the home of students who are not in attendance for two days within the same week. This call will be generated to be pro- active and positive ("We missed you today…" "What can we do to support?")
09/2020	10/2020	A solid plan will be in place day 1 for the Home School Assistant to effectively reach out to families where contact was not made within the first hour of school if a student is Absent-Unexcused. This information will be generated by the Robocall system and a report will be pulled by 8:30 each day to make phone calls to see how we can support families. Attendance letters will be generated by the HSA or Attendance clerk (if applicable) as per the district's regulations. After a student is absent for 3 days, the HSA and Counselor/ Social Worker will plan a phone conference or home visit to follow-up.
09/2020	10/2020	Staff, students and families will be included in on-going conversations and decision making on how to support regular attendance in a proactive manner to encourage connections/relationships with families
09/2020	10/2020	The Attendance Team will develop a plan, using the feedback received from staff, students and families in order to create Team competitions, including highest in class attendance rates, maximize instructional time, Team accountability (points against the team vs individual student). This will occur throughout the school year. The implementation will be monitored and adjusted as needed.
09/2020	10/2020	The HSA in conjunction with the Attendance team will include attendance information in the monthly electronic parent newsletter. Information will include: Attendance goals, importance of daily attendance and student achievement. Newsletters will be translated to accommodate student's family language

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences	All Students		**32%**

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
1/2021	2/2021	Counselors and Admin will review attendance data and meet with each student with chronic absenteeism concerns. Individual plans will be adjusted (this will be on-going)
1/2021	2/2021	The Attendance Team will analyze and make data-driven decisions to measure the impact of chronic absenteeism plan and adjust as needed
1/2012	6/2021	The Attendance Team will continue to provide support to school staff about Tier I supports to include; Perfect Attendance recognition by student, class, team; Classroom teachers will continue to recognize each time class has perfect attendance; after 20 days of perfect attendance, class reward is shared (idea list will be shared by the Attendance Team)
1/2021	6/2021	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. "My Time" Teachers will continue to call the home of each student who is not in attendance for two days.
1/2021	6/2021	The Attendance Team w/ HSA will conduct bi-weekly meetings and will continue communication with classrooms teachers, other Teams, families counselors/social workers. This will include proper documentation and monitoring of Attends action as evidence of communication

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

Increase student engagement for school since they have been out for such a long period	Opening of School event to include students and families celebrating returning to school & school buildings being reopened. Possible Team home visits to welcome all students with gift bags, school spirit activities will be scheduled each week in September, etc.	9/2020
Some students/families may feel anxious about returning to school.	Classroom teachers, Social workers, support staff and administrators will contact families to discuss their child's readiness to return to school. For students or families who may be anxious about returning, staff will work with the family to develop a support plan	8/2020
If school buildings remain closed, our focus will be on engagement.	Continue incentives for work completion Zoom Pep Rally by Team/Grade Level A letter will be sent explaining expectations for student engagement	9/2020
If school buildings reopen with a modified schedule	Organizational strategies: Reminders/ Robo Calls/ website/ social media avenues/mail/ Google Classroom or adopted online learning platform postings. Constant communication	9/2020

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2019 Results
Students	"Teachers understand my problems"	50% of students strongly agree/ agree with this statement	22% of students strongly agree/ agree with this statement

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
The lack of student voice, opportunities for students to express themselves and be part of decision making has led to student perception that teachers do not understand them
Lack of opportunities and training for teacher-student relationship building and adults becoming vulnerable without fear of "losing control" leads to student's perception that teachers are unable to understand their problems.

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**
7/2020	8/2020	The design of the structure of the school will be finalized to include a Team approach. This structure supports the development of smaller professional learning communities (PLCs). The Master Schedule will be developed to include Common Planning for these PLCs which will meet one per week (sometimes twice) to focus on the understanding of best practices as it relates to student voice and building teacher-student relationships
7/2020	8/2020	The master schedule will be developed to include additional time called "My Time" in order to support relationship building and students having a voice in their school community, academic, social/emotional, and personal plans
8/2020	8/2020	ISA will develop an initial training on Relationship building. This training will include restorative practices and strategies to help build stronger student-teacher relationships and teacher-teacher relationships
8/2020	8/2020	A committee will be developed to support this work. The team will be called 'School Climate and Culture Team' (SCC). A consistent meeting time will be established
8/2020	8/2020	Compile a survey to gather adult and student interests and possible connection with each other of similar interests to create "Lingo & Lunch" Creating a culture of trust, relationship building, understanding, caring and letting students see that adults are "human"
8/2020	9/2020	The school counselors and administrators will administer Getting to Know You surveys to each student. The school leader will administer a similar survey to each staff member

8/2020	9/2020	The School Based Planning Team will meet to discuss Professional Learning Communities (PLC). Both grade-level and department level will be determined. The team will determine how the definition and expectations will be rolled out to staff and what the structure will be. Determine what foundations will be used in order to design effect PLCs and create (with teacher and student input) a proposed schedule of professional learning opportunities that support student voice and building teacher-student relationships.
09/2020	12/2020	The School leader, SBPT and The SCC Team will develop professional learning to introduce the MTSS framework. The School leader will develop a MTSS Team that will create, present and implement the MTSS framework
9/2020	12/2020	The SCC team will develop a plan that celebrates all cultures within the school community. The SCC team will also hold monthly "race" talks to support the understanding of students of color. The team will provide monthly opportunities for student forums to discuss their feelings about relationships, needs and more. The SCC will also develop a system for students to choose a Staff Member of the Month and teachers to choose a Student of the Month on each Team, in each grade level to be recognized at Family monthly meetings
9/22020	12/2020	The Home School Assistant (HSA) in conjunction with the SCC team will include relationship building success, celebrations, news, cultural calendar events, etc. in the monthly electronic parent newsletter. Newsletters will be translated to accommodate student's family language
9/2020	12/2020	The SCC Team will continue to share information with the school community and the progress made towards our goal.
12/2020	12/2020	The SCC Team will develop and implement a survey to the student body on the survey question to gather feeling mid-year

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	**January 2021 Target**
Survey of Question	37% of students strongly agree/agree with this statement

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**
1/2021	6/2021	Continue "Lingo & Lunch" Creating a culture of trust, relationship building, understanding, caring and letting students see that adults are "human"
1/2021	6/2021	Continue to implement with fidelity the MTSS framework
1/2021	6/2021	Continue to utilize additional time built into schedule called "My Time" in order to support academic, social/emotional, organizational, and relationship building skills
1/2021	6/2021	Implement the system for students to choose a Staff Member of the Month and teachers to choose a Student of the Month on each Team, in each grade level to be recognized at Family monthly meetings. Have an end of the year celebration for all voted members Create a wall of fame
1/2021	6/2021	Create opportunities for celebrations during cultural time periods/events. This will include cultural clothing, food, assemblies, etc.
1/2021	6/2021	Continue opportunities for student forums to discuss feelings about relationships, needs, etc.
6/2021	6/2021	Survey student body on the question to gather feeling end of the year

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
There will have been reduced contact between adults and students. With a new school and new staff relationships will have to build early and be solid at the start	Create an opening school day/week experience for students and staff that is focused on developing relationships and fostering a connected community.	9/2020

Submission Assurances

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

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

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

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

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

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