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

District	School Name	Principal	Grades Served
RCSD	Franklin Upper School	Richard Smith	9-12

Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

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	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students (both IA & V)	1	1	1	2	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	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

Stakeholder Participation

BackgroundMission

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*			
6/8/2020	x	x			
6/10/2020	x	x			
6/11/2020	x	x			
6/15/2020	x	x	x	x	
6/18/2020				x	

6/22/2020				x	x
6/25/2020				x	
7/14/2020		x			
7/30/2020		x	x		
8/4/2020		x	x		
8/24/2020		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 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)*									
		6/8	**6/10**	6/11	**6/15**	**6/18**	6/20	6/25	7/14	7/30	8/4 and 8/24
Richard Smith	Principal	x		x	x	x			x	x	x
Donna Groff	Assistant Principal/all	x	**x**	x	**x**	**x**	x	x			8/24
Steve Soprano	Assistant Principal/all	x	**x**	x	**x**	**x**	x				
Kara Stadt	Data Coach/all	x	**x**	x	**x**	**x**	x	x	x	x	x
Melinda Caparco	Graduation/CCCR	x		x		**x**		x			
James Fitta	ELA/ELL	x		x		**x**					
Jasmine Weeks	ELA/ELL	x		x		**x**					
Lisa Chapman (ISA)	ELA	x		x		**x**					
Tammy McCullough	Math	x		x		**x**					
Zenon Borys (ISA)	Math	x		x		**x**					

Jeanne Carlivati	School Climate	x		x		**x**					
Andrew Dorow	Chronic Absenteeism	x		x		**x**					
Marta Vargas-Perez	Chronic Absenteeism	x		x		**x**					
Dan Hurley	CO								x		
Pam Kissell (ISA)	All	x		x		**x**					
Elizabeth Estevez	Parent							x			
Keegan Rhoads	Student							x			
Melody Confessor	Student							x			
Andrew Brooks	Student							x			
Asuman Mutombo	Student							x			
Johan Veras	Student							x			
SBPT	teachers									x	
Melissa Foster	NYSED										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	Math and ELA

☐ **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	

Graduation Rate Goal

Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	4-year	56.8	**4-year**	50.1 (avg of IA & V)
	5-year	64.4	**5-year**	59.1 (V)
	6-year	65.6	**6-year**	50 (V)

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
Currently there are limited systems and protocols for the efficient Cohort tracking to increase the graduation rate
Currently there are limited Interventions and support for at risk students to lower dropout rate.

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**
8/17/2020	8/28/2020	Create a Graduation Team: (School leaders, counselors, Grade Level Coach, parents, students, and ISA Coach) who will set up systems and protocols for efficient review of data to track graduation by cohort and monthly meetings.
8/17/2020	8/28/2020	Create a Cohort Team: (School leaders, counselors, Grade Level Coach, parents, students, and ISA Coach) who will review current interventions and will develop additional intervention options to reduce dropout rate.
9/7/2020	9/30/2020	Share with parents how school will track and promote graduation via newsletter, website and/or social media. Share with students during advisory by the Graduation Team.

9/7/2020	9/30/2020	Share with parents and staff how school will identify and support students in need of interventions to decrease dropout rate via newsletter, website and/or social media. Share with students during advisory by the Cohort Team.
9/7/2020	12/18/2020	Monthly Graduation Team meetings to review Senior data and progress towards graduation to assess if changes are necessary.
9/7/2020	12/18/2020	Monthly Cohort Team meetings to review data and learning plans for identified students to progress monitor and make changes.
9/7/2020	12/18/2020	PLC focused on sharing systems and protocols for tracking graduation with staff by the Graduation Team.
9/7/2020	12/18/2020	PLC focused on sharing systems and protocols for tracking students at risk of dropping out with staff by the Cohort Team.
10/1/20	10/30/2020	Graduation Team members to meet with parents and students to review individual graduation plans.
10/1/20	10/30/2020	Cohort Team members to meet with parents and students to review Intervention plans to decrease dropout rate.
10/19/2020	12/18/2020	Graduation Team will conduct 5 Week and Marking Period reviews of grades focusing on Seniors, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation) to ensure Seniors are on track for graduation.
10/19/2020	12/18/2020	Cohort Team will conduct progress monitoring through review of 5 Week and Marking Period grades and adjust interventions. Counselors to review with students and communicate progress to parents.
12/1/2020	12/18/2021	Graduation Team will review data to determine Seniors for Saturday Regents Preparation classes and will communicate with staff, parents and students.

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year	N/A	56.8
5-year	N/A	64.4
6-year	N/A	65.6

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
1/4/2021	1/18/2021	Implement Saturday Regents Review Classes
1/4/2021	1/15/2021	Graduation Team to review progress on Seniors on track for graduating. Adjustments will be made based on this review.
1/4/20201	1/15/2021	Cohort Team to review progress on interventions and supports to reduce the number of dropouts. Adjustments will be made based on this review.
1/18/2021	1/29/2021	Graduation team to share with parents' graduation progress updates via newsletter, website and/or social media. Share with students during advisory by the Graduation Team.
1/18/2021	1/29/2021	Cohort Team to share with parents' progress updates on interventions to decrease dropout rate via newsletter, website and/or social media. Share with students during advisory by the Cohort Team.
1/4/2021	6/25/2021	Graduation team will meet monthly to track the Senior's progress towards graduation to assess if changes are necessary.
1/4/2021	6/25/2021	Cohort team will meet monthly to monitor implementation of systems and protocols and implementation of interventions to decrease dropout rate and assess if changes are necessary.
1/4/2021	6/25/2021	PLC focused on sharing systems and protocols for tracking graduation with staff by the Graduation Team.

1/4/2021	6/25/2021	PLC focused on sharing systems and protocols for tracking students at risk of dropping out with staff by the Cohort Team.
1/4/2021	6/25/2021	Graduation Team members to meet with Senior's parents and Seniors to review individual graduation plans.
1/4/2021	6/25/2021	Cohort Team members to meet with parents and students to review Intervention plans to decrease dropout rate.
1/4/2021	6/25/2021	The Graduation Team will conduct 5 Week and Marking Period reviews of grades focusing on Seniors, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation) to ensure Seniors are on track for graduation.
1/4/2021	6/25/2021	Cohort Team will conduct progress monitoring through review of 5 Week and Marking Period grades and adjust interventions. Counselors to review with students and communicate progress to parents.
5/10/2021	5/14/2021	The Graduation Team will review data to determine Seniors for Saturday Regents Preparation classes and will communicate with staff, parents and students.
5/15/2021	5/29/2021	Implement Saturday Regents Review classes
6/1/2021	6/25/2021	School leaders, counselors, and Grade Level Coach will conduct weekly reviews of 2017 Cohort

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**
Student Engagement	Team meetings, monitoring/tracking sheet, mentor program	weekly
Monitoring Student Progress	Team meetings, monitoring/tracking sheet, mentor program	weekly

ELA Goal

Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
	1*	39.2%	32.5%	20%
	2*	17.4%	17.5%	25%
	3	26.6%	33.9%	37%
	4	9.3%	9.4%	10%
	5	7.5%	6.7%	8%

For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
The gap analysis of the ELA Regents results show students score lower on constructed responses, indicating a lack of skill in analyzing texts and completing writing tasks.
Majority of our instruction is teacher centered and doesn't provide students with the opportunity to engage/build/grapple with conceptual understanding through academic discussion.

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**
8/17/2020	8/29/2020	Create ELA Team (School leaders, Teachers, ILT, Parents, Students, and ISA Coach) who will develop a plan for implementing and monitoring

		the Advanced Literacy Hallmark 3: **Frequent Writing** skills and PLC to increase student's constructed responses.
8/17/2020	8/29/2020	Create ELA Team (School leaders, Teachers, ILT, Parents, Students, and ISA Coach) who will develop a plan for implementing and monitoring the Advanced Literacy Hallmark 2: **Academic Discussion** and PLC for staff.
9/7/2020	9/30/2020	ELA Team to communicate to staff the plan for **Frequent Writing** expectations, sharing tools and resources.
9/7/2020	9/30/2020	ELA Team to communicate with staff the plan for **Academic Discussion** expectations, sharing tools and resources.
9/7/2020	12/18/2020	Staff will participate in regular PLC meetings, as planned by the ELA team, that will include professional development and support in increasing differentiation and academic discussion in the ELA classrooms.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Frequent Writing** in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	ILT to develop format for and implement Monthly Department meetings and CFAs to monitor student progress on **Frequent Writing** using Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	ILT to develop format for and implement Monthly Department meetings to monitor student progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).

12/1/2020	12/16/2020	ELA Team will review data to determine students for Saturday Regents Preparation classes and will communicate with staff, parents and students.

Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.

Assessment	January 2020 Performance	January 2021 Target
Common Formative Assessments	N/A	55% or more of students will score at a level 3 or above

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
1/4/2021	1/18/2021	Implement Saturday Regents Review Classes
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Frequent Writing** in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	ILT to develop format for and implement Monthly Department meetings and CFAs to monitor student progress on **Frequent Writing** using Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.

1/4/2021	6/18/2021	ILT to develop format for and implement Monthly Department meetings to monitor progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
2/22/2021	2/26/2021	ELA Team to review January Regents results to determine students in need of additional supports.
5/10/2021	5/14/2021	ELA Team will review data to determine students for Saturday Regents Preparation classes and will communicate with staff, parents and students.
5/15/2021	5/29/2021	Implement Regents Review Saturdays

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
Student Engagement	Grade-Level Team meetings (review student engagement, interventions, outreach)	weekly
Progress Monitoring	Grade-Level Team meetings (monitor student progress)	weekly
Effective Distance Learning Instruction	Create schedule for classes, Grade-Level Team Meetings/Department Meetings (share strategies/lessons)	weekly

Math Goal

Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
All students	1*	48.3%	48.0%	38%
	2*	26.4%	27.4%	29%
	3	24.1%	23.7%	30%
	4	1.2%	0.8%	2%
	5	0%	0.2%	1%

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	46.5%	34.8%	%
	2*	23.9%	25.8%	%
	3	29.6%	36.4%	%
	4	0%	1.5%	%
	5	0%	1.5%	%

For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (*and Geometry, if applicable*)?	Is this specific to certain sections of the school (grade/content area?)
Data indicates a majority of students lack foundational skills and classrooms do not typically implement differentiation into instruction to address foundational skills.	no
Majority of our instruction is teacher centered and doesn't provide students with the opportunity to engage/build/grapple with conceptual understanding through academic discussion.	no

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**
8/17/2020	8/29/2020	Create a Math Team (School leaders, Teachers, ILT, Parents, Students and ISA Coach) who will develop a plan for implementing and monitoring **differentiation** and PLC for tools and support of foundational skills instruction.
8/17/2020	8/29/2020	Create a Math Team (School leaders, Teachers, ILT, Parents, Students and ISA Coach) who will develop a plan for implementing, monitoring and PLC for the Advanced Literacy Hallmark 2: **Academic Discussion** into the classroom.
9/7/2020	9/30/2020	Math Team to communicate to staff the plan for **differentiation** of foundational skills instruction.
9/7/2020	9/30/2020	Math Team to communicate with staff the plan for **Academic Discussion** expectations, sharing tools and resources.
9/7/2020	12/18/2020	Staff will participate in regular PLC meetings, as planned by the math team, that will include professional development and support in increasing differentiation and academic discussion in the math classrooms.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Differentiation** of Foundational Skills in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.

9/7/2020	12/18/2020	Focused walkthroughs on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	ILT to develop format for and implement Monthly Department meetings and CFAs to monitor student progress in foundational skills using **differentiation** via Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	ILT to develop format for and implement Monthly Department meetings to monitor progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
12/1/2020	12/18/2021	Math Team will review data to determine students for Saturday Regents Preparation classes and will communicate with staff, parents and students.

Mid-Year Benchmark

Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.

Assessment	**January 2020 Performance**	**January 2021 Target**
Common Formative Assessments	N/A	33% or more of students will score at a level 3 or above on Algebra common formative assessments

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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**
1/4/2020	1/18/2020	Implement Saturday Regents Review classes
1/4/2021	1/16/2021	Math Team to review January Regents data to determine students in need of additional support.
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Differentiation** of Foundational Skills in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	Focused walkthroughs on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	ILT to develop format for and implement Monthly Department meetings to monitor student progress in foundational skills using **differentiation** via Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	ILT to develop format for and implement Monthly Department meetings to monitor progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
1/4/2021	6/18/2021	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
5/10/2021	5/14/2021	Math Team will review data to determine students for Saturday Regents Preparation classes and will communicate with staff, parents and students.

5/15/2021	5/29/2021	Saturday Regents Review classes

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
Student Engagement	Grade-Level Team meetings (review student engagement, interventions, outreach)	weekly
Progress Monitoring	Grade-Level Team meetings (monitor student progress)	weekly
Effective Distance Learning Instruction	Create schedule, Grade-Level Team Meetings/Department Meetings (share strategies/lessons)	weekly

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Student	School rules are applied to all students	65% agree	58% agree

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Students responded that there are inconsistencies in classroom rules and expectations. School wide system and expectations for behavior have not been clearly developed and communicated.

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**
9/7/2020	9/30/20200	Create a School Climate Team (School leaders, Teachers, ILT, Students, Parents and ISA Coach) who will develop a plan for implementing and monitoring (including surveys) consistent classroom rules and expectations and develop PLC. This will include collaborating to review and modify current classroom rules and expectations to ensure consistency throughout the school. They will agree upon how the classroom rules and expectations may differ between various content and grade levels.
9/7/2020	9/20/2020	School Climate Team to communicate to staff, students, and parents the plan for implementing and monitoring consistent classroom rules and expectations and develop PLC.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on consistent classroom rules by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	School Climate Team to develop format for and implement Monthly meetings to progress monitor student data relating to consistent

		classroom rules and expectations. The team will engage in discussions on how to modify and adjust supports and communicate with staff.

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	62% agree

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**
1/4/2021	1/29/2021	School Climate Team to administer and review staff, student and parent survey and address changes as necessary.
1/4/2021	6/18/2020	School Climate Team to communicate to staff, students, and parents the plan for implementing and monitoring consistent classroom rules and expectations and develop PLC.
1/4/2021	6/18/2020	Focused walkthroughs and formal and unannounced observations on consistent classroom rules by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to

		review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2020	School Climate Team to develop format for and implement Monthly meetings to progress monitor student data relating to consistent classroom rules and expectations. The team will engage in discussions on how to modify and adjust supports and communicate with staff.

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
Maintaining a positive climate when learning is virtual.	Counselor Google Classroom/Events	On-going
Personal connection with students and families.	Virtual events (Friday Night Movie, encouragement parades, Zoom meetings (group and individual), etc.)	Bi-weekly
Student Feedback/Opinion	Surveys	Quarterly

ELP

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

June 2021 Goal	2018-19 ELP Success Ratio
1.0 ELP Success Ratio	IA = 0.89 V = 0.92

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)
The school did not assess and identify learning gaps and provide prompt and targeted interventions for written responses.	
The NYSESLAT scores in Speaking showed lack of opportunity for ENL students to utilize academic language through discussion in the classroom.	

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
8/17/2020	8/28/2020	Create ELP Team (School leaders, Teachers, ILT, Parents and ISA Coach) who will develop a plan for implementing and monitoring the Advanced Literacy Hallmark 3: **Frequent Writing** skills and PLC to increase student's constructed responses.
8/17/2020	8/28/2020	Create an ELP Team (School leaders, Teachers, ILT, Parents and ISA Coach) who will develop a plan for implementing and monitoring the Advanced Literacy Hallmark 2: **Academic Discussion** and PLC for staff.
9/7/2020	9/30/2020	ELP Team to communicate to staff and parents the plan for **Frequent Writing** expectations, sharing tools and resources.
9/7/2020	9/30/2020	ELP Team to communicate with staff and parents the plan for **Academic Discussion** expectations, sharing tools and resources.

9/7/2020	12/18/2020	Staff will participate in regular PLC meetings, as planned by the ELP team that will include professional development and support in increasing writing skills and academic discussion in the classrooms for ENL students.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Frequent Writing** in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	ELP to develop format for and implement Monthly Department meetings to monitor student progress on **Frequent Writing** using Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	ELP to develop format for and implement Monthly Department meetings to monitor progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).

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	85% 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**
1/4/2020	1/15/2020	ELP Team to review Mid-Year data and adjust plans accordingly.
1/4/2020	1/15/2020	ELP Team to communicate any changes to the plan to staff.
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Frequent Writing** in the classroom by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Academic Discussion** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	ELP to develop format for and implement Monthly Department meetings and CFAs to monitor student progress on **Frequent Writing** using Common Formative Assessments, and Looking at Student Work to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	ELP to develop format for and implement Monthly Department meetings to monitor progress in **Academic Discussion** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans via a shared Google Document. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).

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**
Providing Interventions for ELL Students	Individual Support for students provided by ENL teachers (via Zoom) Scaffolded Instructional Plans/Adjusted Schedules	Ongoing
Cultural Community Based organizations (IBERO, Catholic Family Services, etc.)	Community building and support.	Ongoing

Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate
All Students	By June 2021, the school's Chronic Absenteeism rate will be 57.7% or lower	68.7% (Avg of IA =61 & V= 76.3)

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?)
Our school does not effectively promote a culture of attendance in year-round communications to families, and students (back to school events, letters, flyers, personal phone calls, etc.) and does not regularly recognize good and improved attendance.	
Our school has not sufficiently created a welcoming and engaging climate that promotes interpersonal relationships with students, families and staff due to a lack of training, support and expectations.	

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**
8/17/2020	8/28/2020	Create a School Climate Team (School leaders, Teachers, ILT, Parents, Students, and ISA Coach) who will develop a plan for implementing and monitoring **year round events and recognizing good and improved attendance.**
8/17/2020	8/28/2020	Create a School Climate Team (School leaders, Teachers, ILT, Parents, Students, and ISA Coach) who will develop a plan for implementing a **welcoming and engaging climate to promote interpersonal relationships** including support and PLC.

9/7/2020	9/30/2020	School Climate Team to communicate to staff, parents and students the plan for **year round events and attendance recognition**, sharing tools and resources.
9/7/2020	9/30/2020	School Climate Team to communicate with staff, parents and students the plan for **interpersonal relationships expectations**, sharing tools and resources.
9/7/2020	12/18/2020	Staff will participate in regular PLC meetings, as planned by the School Climate team, that will include professional development and support in developing a welcoming and engaging climate to promote interpersonal relationships and recognizing good and improved attendance.
9/7/2020	12/18/2020	Focused walkthroughs and formal and unannounced observations on **Interpersonal relationships** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
9/7/2020	12/18/2020	School Climate Team to develop format for and implement Monthly Department meetings to monitor **year round events and attendance recognition** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/7/2020	12/18/2020	School Climate Team to develop format for and implement Monthly Department meetings to monitor progress in **interpersonal relationships expectations** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.

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**
SPA/Powerschool Attendance Reports	**All students**	53% (IA)	45%

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**
1/4/2021	1/29/2021	School Climate Team to review Mid-Year Benchmarks and adjust plans as needed.
1/4/2021	1/29/2021	School Climate Team to communicate to staff, parents and families any changes to the plan.
1/4/2021	6/18/2021	Focused walkthroughs and formal and unannounced observations on **Interpersonal relationships** by administration to provide immediate feedback to teachers utilizing Google Form. Administrative team to review Walkthrough Data monthly to determine trends and areas of need to inform Instructional Coaching and PLC.
1/4/2021	6/18/2021	School Climate Team to develop format for and implement Monthly Department meetings to monitor **year round events and attendance recognition**. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	School Climate Team to develop format for and implement Monthly Department meetings to monitor progress in **interpersonal relationships** to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.

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**
Student Engagement	Team meetings (identify unengaged students and causes) Interventions (home visits, Zoom meetings) Attendance Meetings (develop interventions for individual students)	Weekly

Identify underlying causes of student dis-engagement.	COVID Student Engagement Team (Address individual student needs, collect data and determine appropriate interventions/supports)	Weekly

College, Career, and Civic Readiness

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
All Students	69.7	47.3 (Avg of IA = 59.4 & V = 35.1)

Root Causes

What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.
We have limited Courses/Preparation for AP classes, CTE, CDOS, Seal of Biliteracy and SkillsUSA endorsement.

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based on what the school sees as the likely results at the end of the 2020-21 school year.	
Initial Anticipated Score of 2017 cohort	TBD – Students data not available yet
Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5. Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.	
Readiness Measure to receive additional support and monitoring	
Ex. Score of 3 or higher on AP exam	

CDOS Credit - Skills USA – will be offered to all 2017 cohort students
Regents or Local Diploma only - All City offered to students who are between 9-12 credits behind
Regents or Local Diploma only - Credit Academy and Independent Study/ OCR offered to students who are missing 1-3 credits
Seal of Biliteracy is offered to students who are enrolled in Spanish 3 or 4 or are proficient in a world language
3 or higher on an AP exam - AP is offered to students who are on target for graduation and expressed interest in attending college

Action Plan: August to January

What will the school do in the first half of the year to address root causes and support the readiness measures identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/17/2020	8/28/2020	Create a CCCR Team (School leaders, Counselors, Teachers, ILT, Students, Parents and ISA Coach) who will develop a plan for implementing, monitoring and tracking students' participation in a variety of courses and endorsements. (Specifically Skills USA, All City, Credit Academy, Independent Study/ OCR, Seal of Biliteracy, AP Exams). This team will work with the administration to identify and select students for each of the endorsements and identify timeframes for how each of these endorsements will be offered.
8/01/2020	8/28/2020	CCCR Team will create a Google Form or Survey (similar to Transitional Planning form used for SPED or student interest survey) to assist in understanding student interests and how they apply to courses and endorsements. Students will then develop individual goals towards tracking the CCCR Readiness Measures
9/7/2020	12/18/2020	CCCR Team to communicate to staff, parents and students the plan for students' participation in a variety of courses and endorsements towards achieving the CCCR Readiness Measures.
9/7/2020	9/18/2020	CCCR Team to implement parent, staff, student surveys and assess if changes to the plan are necessary.
9/7/2020	12/18/2020	Seniors and other students are enrolled in Career and Financial Management which will provide them preparation for Skills USA Credential.

9/7/2020	12/18/2020	Seniors and other students are enrolled in AP Classes and will be monitored for successful completion of program.
9/7/2020	12/18/2020	Seniors and other students will be reviewed and identified for All City High School.
9/7/2020	12/18/2020	Seal of Biliteracy candidates will begin the process toward achieving the Seal of Biliteracy. Orientation for students and parents will be conducted in which the students will be notified of what requirements need to be completed in order to achieve the Seal of Biliteracy.
9/7/2020	12/18/2020	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
9/7/2020	12/18/2020	CCCR Team to develop format for and implement Monthly Department meetings to monitor student progress courses and endorsements to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
9/21/2020	9/29/2020	CCCR Team to communicate survey results and any changes to the plan.

Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved.

The school's mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated.   The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated

Initial Anticipated Score	**Mid-Year Anticipated Score Goal**	**End-of-the-year Goal**
TBD – Students data not available yet	**60.0**	**69.7**

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 root causes and support the readiness measures identified previously ? *(add additional rows as needed)*		
Start	**End**	**Action**
1/4/2120	1/15/2021	CCCR will administer survey to parents, students and staff, parents and students and make changes to plan as necessary
1/15/2021	1/30/2021	CCCR to share survey results and any changes to plan with staff, parents and students.
1/15/2021	6/1/2020	Seal of Biliteracy candidates will continue the process toward achieving the Seal of Biliteracy. Students will meet with advisor to complete requirements in order to achieve the Seal of Biliteracy.
1/4/2021	6/18/2021	CCCR Team to communicate to staff the plan for students' participation in a variety of courses and endorsements.
1/4/2021	6/18/2021	CCCR Team to communicate/share parent, staff, student surveys and results.
1/4/2021	6/18/2021	CCCR Team to implement Monthly Department meetings to monitor student progress courses and endorsements to inform PLC and Coaching Supports. The team will engage in discussions on how to modify and adjust supports and communicate with staff.
1/4/2021	6/18/2021	School leaders, counselors, and Grade Level Coach will conduct 5 Week and Marking Period Grades Progress Monitoring, to review grades, identify failures, credit recovery opportunities and develop individual learning plans. The plans will include interventions (i.e., OCR, marking period recovery, Regents preparation).
1/4/2021	6/18/2021	Seniors and other students are enrolled in AP Classes and will be monitored for successful completion of program.
1/4/2021	6/18/2021	Seniors and other students will be reviewed and identified for All City High School.

Addressing COVID-19 Related Challenges

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

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 investigated areas of low performance and resource inequities to identify strategies to address resource 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).