



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Northwest College Prep	Rodney Moore	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	4	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
5/29/20	X	X			
6/5/20	X	X			
6/12/20	X	X			
6/15/20	X	X	X	X	
6/19/20		X	X	X	
6/22/20	X	X	X	X	X
6/23/20	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
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

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
		5/29	6/5	6/12	6/15	6/19	6/22	6/23		
Rodney Moore	Principal	x	x	x	x	x	x	x	x	
Kathleen Garcia	Assistant Principal			x	x			x	x	
Dale Schamback	Teacher	x	x	x	x			x	x	
Cynthia Roods	Teacher			x	x	x		x	x	
Hilary Barea	Teacher			x				x	x	
Aaron Valachovic	Teacher			x				x		
Qushon Taylor-Bertram	Counselor			x				x	x	
Marenda Thornton-Lawhorne	Teacher								x	
Katherine Paulumbo	Teacher			x	x			x	x	
Adam Holloway	Teacher							x		
Todd Fleming	Teacher	x	x	x	x	x		x	x	
Wanda Ridgway	Teacher Assistant	x		x				x	x	
Melissa Sakofsky	Counselor			x		x		x	x	
Layla James	Student				x	x		x	x	
Denim Weaver	Student					x		x	x	
Teresa Cannon	Parent				x	x		x		
Wildaris Figueroa	Parent					x				

## Evidence-Based Intervention

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

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

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

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

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

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

**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:

<b>Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA, Math, Chronic Absenteeism

**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:

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

## Evidence-based Intervention

**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.

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	By June 2021, the school's ELA Weighted Academic Achievement index will be at least 49.4 (20-21 MIP).	37.5

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?)
The majority of our instruction is teacher centered and doesn't provide students enough opportunities to engage/build/grapple with conceptual understanding through discourse, including feedback. According to feedback from NYSED walkthroughs and local walkthroughs, there were few observable instances of student led discussions in classrooms. The school has not provided professional development focused on student centered classrooms.	
Students frequently move through concepts without appropriate assessment, re-teaching and re-assessment protocols to check for mastery due to a lack of expectations for teachers to use frequent assessments to measure students progress.	
Data from NWEA/NYS grades 7 & 8 shows a majority of students are at a level 1 or 2, and indicates a lack of foundational skills. Appropriate research based interventions (remediation or acceleration) are not provided for students due to lack of professional development and lack of expectation to utilize research based interventions.	

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/20/20	9/9/20	The ELA SCEP Committee will meet to discuss and develop a plan for addressing root causes and rolling out data initiatives, student centered initiatives and prior learning focus. They will also plan for monitoring and provide additional supports for this goal.
9/9/20	9/15/20	The Principal and ELA SCEP Committee will share the planned rollout of the initiatives for ELA and how they will be monitored and supported throughout the year.
9/9/20	12/30/20	Grade level PLCs will meet with last year's teachers to discuss key strategies and tasks that were implemented with students the previous year in ELA. Grade level teams will develop a plan for supporting the strategies and tasks that were taught last year

## ELA Goal

9/9/20	12/30/20	Grade level teams (PLC) will meet twice per week to participate in professional development to review initiatives, review student data for acceleration/remediation and to plan for curriculum alignment. Meetings will be scheduled to focus on : <ol style="list-style-type: none"> <li>1. Developing a plan to support the strategies and tasks that were taught last year</li> <li>2. Professional development opportunities focused on research based interventions, increasing student led discussions, student dialogue and student goal setting</li> <li>3. Using frequent assessment to measure student progress, set goals and drive instruction and intervention</li> <li>4. Establish 5 week data cycles to inform intervention groupings</li> </ol>
9/9/20	12/30/20	Leadership team members will conduct regular informal walkthroughs to collect data on the spiraling of previous content, implementation of current curriculum, use of assessment and student feedback. The team will provide teachers with feedback following walkthroughs including actionable next steps for improvement. School leaders will continue to analyze walkthrough data on a bi-weekly basis to identify strengths and teachers in need of additional support.
9/9/20	12/30/20	Intervention specialists and teachers will conduct peer observations focused on student led classroom practices and provide feedback during grade level meetings. Model classrooms will be identified.
9/9/20	11/6/20	ELA teachers will provide goal setting for Fall 2020 NWEA with individual students based on Fall 2019 NWEA data.

### Mid-Year Benchmark

<p>Identify the <b>specific assessment of ELA performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	38% of students met their Fall to Winter growth goals on the NWEA assessment	In January 2021, 50% of student will meet their Fall to Winter Growth goals on the NWEA assessment

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i></p>
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ELA Goal

Start	End	Action
1/25/21	1/29/21	The principal will conduct a mid-year assessment of instructional and intervention impact to determine any needed adjustments to intervention staffing and utilization in meeting student instructional needs.
1/25/21	1/29/21	The principal and assistant principal will analyze data from informal walkthroughs and share schoolwide data with staff during the monthly staff meeting. School leaders will use their analysis of data to identify teachers in need of additional support.
1/25/21	6/20/21	The leadership team will continue to conduct regular informal walkthroughs to collect data and follow-up on next steps provided to teachers after the previous walkthroughs. The team will provide teachers with feedback following the walkthroughs including actionable next steps for improvement. School leaders will continue to analyze walkthrough data on a bi-weekly basis to identify strengths and teachers in need of additional support.
1/25/21	6/20/21	Intervention specialists and teachers will continue to conduct peer observations focused on student led classroom practices and provide feedback during grade level meetings.
1/25/21	6/20/21	Teachers who are struggling with student led practices will be asked to visit model classrooms that were identified through Fall 2020 peer observations.

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Students will have gaps in knowledge and skills	Early assessment and adjustment to determine how curriculum maps need to be adjusted	September
Adjust curriculum maps and pacing	Teachers will deep dive into their curriculum and create a new curriculum and assessment plan based on student performance during PLC	September
Students will inevitably have gaps in knowledge and skills	Deliberate assigning of homework to address individual and class needs	Weekly

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	By June 2021, the school's Math Weighted Academic Achievement index will be at least 47.1 (20-21 MIP).	16.2

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Data from NWEA/NYS grades 7 & 8 shows a majority of students are at a level 1 or 2, and indicates a lack of foundational skills. Students frequently move through concepts without appropriate assessment, re-teaching and re-assessment protocols to check for mastery due to a lack of expectations for teachers to use frequent assessment to measure students progress.	
Appropriate research based interventions (remediation or acceleration) are not provided for students due to lack of professional development and expectation to utilize research based interventions.	
The majority of our instruction is teacher centered and doesn't provide students enough opportunities to engage/build/grapple with conceptual understanding through discourse, including feedback. According to feedback from NYSED walkthroughs and local walkthroughs, there were few observable instances of student led discussions in classrooms. The school has not provided professional development focused on student centered classrooms.	

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
7/13/20	9/9/20	Identify rising 7th grade students to move into an accelerated section of mathematics and possibly receive Regents credit (Algebra). These students will have additional time set aside in their weekly schedule support an accelerated curriculum
7/20/20	9/9/20	The Math SCEP Committee will meet to discuss and develop the plan for addressing root causes and rolling out data initiatives. student centered initiative and prior learning focus. They will also create a plan for monitoring and providing additional supports for this goal.
9/9/20	9/15/20	The principal and Math SCEP Committee will share the planned rollout of the initiatives for Math and how they will be monitored and supported throughout the year.

## Math Goal

<b>9/9/20</b>	9/25/20	Grade level teams will meet with last year's teachers to discuss key strategies and tasks that were implemented with students the previous year in math. The principal will clearly explain to teachers his expectations for referencing prior learning during lessons. Administration or interventionists will participate in meetings to monitor and provide additional support.
<b>9/9/20</b>	12/30/20	Grade level teams (PLC) will meet twice per week to participate in professional development to review initiatives, review student data for acceleration/remediation and to plan for curriculum alignment. Meetings will be scheduled to focus on: <ol style="list-style-type: none"> <li>1. Developing a plan for how to support the strategies and tasks that were taught last year</li> <li>2. Professional development opportunities focused on research based interventions, increasing student led discussions, student dialogue and student goal setting</li> <li>3. Using frequent assessment to measure student progress, set goals and drive instruction and intervention</li> <li>4. Establish 5 week data cycles to inform intervention groupings</li> </ol>
<b>9/9/20</b>	12/30/20	Leadership team members will conduct regular informal walkthroughs to collect data on the spiraling of previous content, implementation of current curriculum, use of assessment and student feedback. The team will provide teachers with feedback following the walkthroughs including actionable next steps for improvement. School leaders will continue to analyze walkthrough data on a bi-weekly basis to identify strengths and teachers in need of additional support.
<b>9/9/20</b>	12/18/20	Intervention specialists and teachers will conduct peer observations focused on student led classroom practices and provide feedback during grade level meetings. Model classrooms will be identified.
<b>9/9/20</b>	11/6/20	Math teachers will provide goal setting for Fall 2020 NWEA with individual students based on Fall 2019 NWEA data

### 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.

## Math Goal

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	46% of students met NWEA Fall to Winter growth targets in January 2020	In January 2021, 50% of student will meet their Fall to Winter Growth goals on the NWEA assessment

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/25/21	1/29/21	The principal will conduct a mid-year assessment of instructional and intervention impact to determine any needed adjustments to intervention staffing utilization in meeting student instructional needs.
1/25/21	1/29/21	The principal and assistant principal will analyze data from informal walkthroughs and share schoolwide data with staff during the weekly staff meeting. School leaders will use their analysis of data to identify which teachers continue to need additional support.
1/25/21	6/18/21	The leadership team will continue to conduct regular informal walkthroughs to collect data and follow-up on next steps provided to teachers after the previous walkthroughs. They will provide teachers with feedback following the walkthroughs including actionable next steps for improvement. School leaders will continue to analyze walkthrough data on a bi-weekly basis to identify strengths and teachers in need of additional support.
1/25/21	6/18/21	Strategic pacing of the math curriculum for each grade level will be monitored during Grade level PLCs to ensure rigorous content and connections to previous learning.
1/25/21	6/18/21	Intervention specialists and teachers will continue to conduct peer observations focused on student led classroom practices and provide feedback during grade level meetings. Model classrooms will be identified.
1/25/21	6/18/21	Teachers who are struggling with student led practices will be asked to visit model classrooms that were identified through Fall 2020 peer observations.

### 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
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Math Goal

the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Students will have gaps in knowledge and skills	Early assessment and adjustment to determine how curriculum maps need to be adjusted	September
Adjust curriculum maps and pacing	Teachers will deep dive into their curriculum and create a new curriculum and assessment plan based on student performance during PLC	September
Students will inevitably have gaps in knowledge and skills	Deliberate assigning of homework to address individual and class needs	Weekly

## Reducing Student Time in Help Zone (Increasing instructional Time)

<b>June 2021 Goal</b>	<b>2018-19 ELP Success Ratio</b> (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
<b>70 % of students who visit the Panther Help Zone will return to class in less than 30 minutes</b>	52% of students that visited the Panther Help Zone returned to class in less than 30 minutes

### Root Causes

What <b>theories or hypotheses</b> 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?)
<b>There is a deficit in stakeholder (student, interventionist and teacher) ownership in following established Help Zone protocols due to a lack of focus on developing a shared understanding and monitoring expectations to follow protocols.</b>	
<b>The system for implementing restorative practices was not developed efficiently and leaned heavily on the Help Zone for implementation rather than the SEL team and other staff.</b>	

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
<b>8/17/20</b>	9/4/20	The Restorative Practices Team will meet to discuss and develop a plan for addressing root causes including reviewing, modifying and re-introducing Help Zone Protocols and restorative practices protocols to increase stakeholder ownership and understanding of the expectations. The Restorative Practices Team will develop a plan for monitoring progress and providing additional supports.
<b>8/17/20</b>	9/4/20	School leaders will work in conjunction with the school level restorative practices team to develop a professional development plan focused on behavioral intervention and restorative practices.
<b>8/17/20</b>	9/4/20	School leaders will work with the Help Zone Staff and the Center for Youth to develop an introductory professional development for the entire staff before the start of school focused on Help Zone protocols and staff expectations.
<b>8/17/20</b>	9/4/20	School leaders and the Center for Youth will create an organization chart that describes SEL and Intervention services provided by specific staff members (CFY, School Counselors, Social workers and Interventionists).
<b>9/9/20</b>	9/15/20	The Principal and Restorative Practices Team will share the plan for the Help Zone and restorative practices initiatives and how they will be monitored and supported throughout the year during Superintendent's Conference Days at beginning of year.

ELP or School-Selected Goal

9/15/20	12/18/20	Staff will attend PD for Help Zone protocols and staff expectations. They will also be provided the organization chart that describes SEL and Intervention services provided by specific staff members (CFY, School Counselors, Social workers and Interventionists). Implementation progress will be discussed during PLC meetings and Staff Meetings. Additional supports will be provided based on these discussions and classroom walkthrough data.
9/15/20	12/18/20	Staff will attend PD for restorative practices strategies, protocols, and staff expectations as planned by the restorative practices team. Implementation progress will be discussed during PLC meetings and Staff Meetings. Additional supports will be provided based on these discussions and classroom walkthrough data.
9/15/20	12/18/20	School leaders and the restorative practices team will conduct restorative practice training sessions for students during quarterly Town Hall meetings. Students will begin to use these tools to resolve conflicts that occur between students and staff members. Staff will provide additional support to students who request or demonstrate a need for more supports.
10/1/20	12/18/20	Help zone staff will collect data for Help zone usage including number of students who use Help Zone, locations that students come from, reasons for leaving classroom, time it takes for students to return to classroom, and strategies that teachers and Help Zone staff used to support students. Administration will review and analyze the data. Administration will share the data with staff during monthly faculty meetings. Staff and administration will make adjustments to implementation plan as needed.
10/19/20	11/20/20	Guidance Counselors and Social Workers will administer a student survey to gather information on reasons for classroom avoidance. This information will be shared with staff members during grade level planning sessions and strategies to address avoidance will be developed. Results of survey and strategies selected to address avoidance will be shared with students during monthly town hall meeting.

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
Help Zone Google spreadsheet (CFY)	52% of students that visited the Panther Help Zone returned to class in less than 30 minutes	62 % of students who visit the Panther Help Zone will return to class in less than 30 minutes

## ELP or School-Selected 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/21	1/29/21	School Leaders and SEL providers will assess progress toward meeting the June 2021 Goal and recommend changes (if needed) regarding delivery of behavioral intervention services, implementation of Help Zone initiative and implementation of restorative practices initiative.
1/4/21	6/18/21	Help zone staff will collect data for Help zone usage including number of students who use Help Zone, locations that students come from, reasons for leaving classroom, time it takes for students to return to classroom, and strategies that teachers and Help Zone staff used to support students. Administration will review and analyze the data. Administration will share the data with staff during monthly faculty meetings. Staff and administration will make adjustments to implementation plan as needed.
1/4/21	1/29/21	Strategies to mitigate classroom avoidance will be discussed in SBPT for possible school wide classroom implementation. Selected strategies will be implemented by staff and progress will be discussed in SBPT meetings monthly.
1/25/21	6/18/21	School leaders and the restorative practices team will continue to conduct restorative practice training sessions for students during quarterly Town Hall meetings. Students will begin to use these tools to resolve conflicts that occur between students and staff members. Staff will provide additional support to students who request or demonstrate a need for more supports.

### 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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some students may feel anxious about returning to school. Students may need to address anxiety related issues during instructional time	Social workers and counselors will contact each family by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social workers and counselors will work with the family to develop an individualized support plan for that student	August

## Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
<b>ALL</b>	<b>42.9%</b>	<b>59.1%</b>

### Root Causes

What <b>theories or hypotheses</b> 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?)
<b>A comprehensive oversight team that monitors daily attendance, chronic absenteeism and determines root causes of absenteeism was developed in sy 2019-2020. Chronic absenteeism continues to be high and the effort put in place did not decrease the chronic absenteeism as much as desired.</b>	
<b>The school hasn't effectively utilized building and community resources to support students and families in overcoming obstacles that lead to students not being present at school</b>	

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
8/10/20	8/31/20	The Attendance Team will review 2019-20 District self-assessment to identify any potential modifications that could be made to the attendance system.
8/10/20	8/31/20	School leaders will review 2019-20 attendance data to develop three lists: 1) returning students who were chronically absent in 2019-20. These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days in 2019-20. These students will be given Tier 2 supports in the first half of the year.
9/9/20	9/25/20	The attendance team will meet to discuss and develop the plan for addressing root causes and rolling out attendance initiatives. They will also plan for how to monitor and provide additional supports for this goal.
9/9/20	9/25/20	School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create posters to display throughout the school emphasizing the importance of regular school attendance.
<b>9/9/20</b>	10/2/20	The attendance team will conduct its monthly meeting and cover set topics:

Chronic Absenteeism or School-Selected Goal

		<p>1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance.</p> <p>3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports.</p> <p>4) Review what learned from students, parents and staff regarding CA and discuss potential supports that can be implemented.</p>
9/9/20	12/18/20	The home school assistant, guidance counselor, social workers and/or administrators will conduct home visits for student missing 5 consecutive school days without an excuse
9/9/20	12/18/20	The attendance team will utilize Community Based Organizations on the Douglass Campus to reach out and offer support to families in need of resources that address school attendance obstacles.
10/5/20	10/30/20	The Leadership Team will assign an attendance success coach to students who are chronically absent. This coach will check in with their assigned students daily.
10/5/20	12/18/20	The attendance liaison will make daily phone calls to chronically absent students who show up on the daily absentee list.

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.</p>			
Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
Via internal SPA data	All Students	36 %	35%

Chronic Absenteeism or School-Selected 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/20	6/18/20	The home school assistant, guidance counselor, social workers and/or administrators will continue to conduct home visits for student missing 5 consecutive school days without an excuse
1/4/20	2/5/20	The attendance team will develop student incentives to increase attendance (Calendar of events, field trips, celebrations) and present to students at a second semester Town Hall meeting
1/4/20	6/18/20	The attendance team will continue to utilize Community Based Organizations on the Douglass Campus to reach out and offer support to families in need of resources that address school attendance obstacles.
1/4/20	6/18/20	The attendance team will continue to meet monthly to assess progress toward lowering chronic absenteeism. Additional supports to students and families may be provided at the direction of the attendance team.

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some students may feel anxious about returning to school	Social workers and counselors will contact each family by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social workers and counselors will work with the family to develop an individualized support plan for that student	August

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2019 Results
Student	I can talk to a teacher or other adult at school about something that is bothering me	By June 2021, 90% of students will agree or strongly agree	60% of students agreed or strongly agreed

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
<b>There is no structured time built into the classroom schedule for students to discuss challenges, issues and concerns outside of academics with teachers.</b>
Staff have not been trained in methods for developing opportunities for communicating with students outside of academics.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/20/20	9/9/20	The Survey Goal SCEP Committee will meet to discuss and develop the plan for addressing root causes and rolling out survey initiatives including structured time for students to discuss challenges and training for staff. They will also plan for how to monitor and provide additional supports for this goal.
9/9/20	9/16/20	The Principal and Survey Goal SCEP Committee will share the planned rollout of the initiatives for the survey goal and how they will be monitored and supported throughout the year.
9/9/20	10/2020	The Leadership Team and Survey Goal SCEP Committee will schedule initial training for staff in methods for developing opportunities to communicate with students. Additional opportunities for staff learning will be provided throughout the school year as developed by the SCEP committee.
9/9/20	10/20	Grade level teams will develop a monthly advisory/team time schedule focused on relationship building activities. During the first Advisory Team Time, staff will explain the purpose of this time.
9/9/20	12/18/20	The Leadership Team and SEL team will hold grade level Town Hall meetings each marking period to get feedback and provide open dialogue between students and staff.
9/9/20	12/18/20	Leadership Team will organize a meeting for the student body with Community Based Organizations located on the Douglass campus detailing the SEL and academic resources that are available to students outside of the classroom.

## Survey Goal

9/9/20	10/2/20	The Leadership Team will organize a family/staff dinner each semester to include parents in the conversation regarding building positive culture and climate.
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### 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.	
<b>Data Source</b>	<b>January 2021 Target</b>
Survey	75% of students randomly surveyed will agree or strongly agree that they talk to a teacher or adult about something that is bothering them

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/4/21	5/21/21	The Survey SCEPTeam will assess progress of implementation of this goal and develop additional supports based on findings.
1/4/21	5/21/21	The Leadership Team will continue to hold grade level Town Hall meetings each marking period to get feedback and provide open dialogue between students and staff.
1/4/21	3/12/21	The Leadership Team and the SEL Team will organize a student developed presentation focused on improving student/staff relationships and promoting student voice.

### 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
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### Survey Goal

closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some students may feel anxious about returning to school	Social workers and counselors will contact each family by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social workers and counselors will work with the family to develop an individualized support plan for that student	August

## 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. N/A The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto:SCEP@nysed.gov) the following documents:

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

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

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