



2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Anna Murray Douglass Academy	John Gonzalez	K-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	1	1	3	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
4/09/20	X				
04/16/20	X	X			
05/11/20	X	X	X		
05/12/20	X	X			
05/13/20	X	X	X		
05/15/20		X	X		
05/20/20			X	X	
05/21/20			X	X	
05/26/20			X	X	
05/28/20			X	X	
05/29/20			X	X	
06/1/20			X	X	X

Stakeholder Participation

06/02/20			X	X	
06/03/20			X	X	X
06/08/20			X	X	X
06/15/20				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

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	
		4/09	4/16	5/11	5/13	5/12	5/15	5/20	5/21	5/26	5/28	5/29	6/01	6/02	6/03	6/08		06/15
John Gonzalez	Principal	X	X	X	X						X		X		X	X	X	
Margaret Crowley	Asst. Principal	X	X	X	X			X			X	X	X		X	X	X	
Kathleen Trepanier	Asst. Principal	X	X	X	X		X	X	X		X	X	X		X	X	X	
Faith Hart	Asst. Principal	X	X	X	X		X	X			X	X	X		X	X	X	
Jeanne Robbilard	Teacher	X	X	X		X					X	X	X		X	X		
Erica McGraw	Teacher	X	X	X			X				X		X			X		
Amy Balaban	Teacher	X									X		X			X		
Maria Castaneda	Teacher	X	X	X		X					X	X	X		X	X		
Kearstin Brown	Parent			X							X		X		X	X		
Christine O'Connor	Parent	X	X							X			X		X	X		
Susan Allen	Parent Liaison	X	X				X			X	X		X	X	X	X		
Teresa Lopez-Jones	Teacher	X	X	X	X		X								X	X		
Kristina Telles	Teacher	X	X			X				X	X	X	X		X	X		
Petrita Alicea-Cipolla	Teacher	X	X	X							X							
Lisa Eckardt-Nevol	Teacher	X	X	X			X				X		X	X	X	X		
Janine Rella	Parent	X	X	X														

Stakeholder Involvement Signature Page

Anthony Matela	Teacher	X	X	X			X	X	X		X	X	X		X	X		
Laurie Murty	Teacher			X	X		X	X	X			X						
Tamacy Bollino	Teacher			X	X		X	X	X			X						
Christina Coniglio	Teacher			X	X		X	X	X			X						
Colleen Gooch	Teacher			X	X		X	X	X			X						
Anne Marie Matela	Teacher				X		X	X	X			X						
Ann Bounds	Teacher				X			X				X						
Jeffrey Turri	Teacher				X		X	X				X						
Jacque Miller	Teacher				X		X	X	X			X						
Kathleen Chinchilla	Teacher				X		X	X	X			X						
Michelle Francisco	Teacher				X		X		X									
MaryKay Lovell	Teacher				X		X	X	X			X						
Emily Kimmel	Parent											X		X				
Llerena Searle	Parent											X			X			
Shanna Cialini	Social Worker						X			X				X				
Jeremy Peters	Teacher					X						X	X		X			
Tammy Taylor-Brown	Teacher											X	X		X			
Nicholas VanDerWyst	Teacher											X	X		X			

Evidence-Based Intervention

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

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
<https://ies.ed.gov/ncee/wwc/>

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	ELA & Math Goals

Clearinghouse-Identified

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

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

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

ELA Goal

ELA Goal

Subgroup (<i>CSI schools use "All Students"</i>)	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	By June 2021, the school's ELA Weighted Academic Achievement index will be at least 60.9	51.5

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?)
Assessment implementation continues to be scattered with a wide range of assessments being administered to students.	Whole School
Inconsistent Tier 1 Core Instruction across grade levels	Whole School
Inconsistent structure and use of a Multi-Tiered System of Supports	Whole School
The school focused on a broad instructional priority which did not push for targeted instructional practices within ELA instruction.	Whole School

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Sept. 2020	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the ELA goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Aug. 2020	Aug. 2020	The restructured Shared Governance will mirror the MTSS framework for increased relational coordination between teams and will utilize the Problem Solving Intervention Team as the conduit for student support.
Aug. 2020	Sept. 2020	The Instructional Leadership Team and Social Excellence Leadership Team will restructure weekly Academic Meetings to include ELA, Math, MTSS and all parts of Social Excellence on a monthly basis.
Aug. 2020	Dec. 2020	The Instructional Leadership Team will identify strategies to be more inclusive and increase the buy-in of PreK-8 staff This will be measured through staff perception survey questions throughout the school year.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will review and update the Instructional Priority Statement on a yearly basis so that it is in alignment with school data.

ELA Goal

Aug. 2020	Aug. 2020	Administration will modify the master schedule to include consistent common planning time for all grade levels with the utilization of 1x weekly academic meeting to focus on understanding best practice, data analysis of student formative assessment and benchmark data, and guided instruction.
Aug. 2020	Jan. 2020	The Instructional Leadership Team will comprise an ELA Team with representation for each grade level in order to provide explicit focus to the ELA Goal in the SCEP and who will be responsible for determining and providing monthly professional development to the school staff.
Aug. 2020	Nov. 2020	The Instructional Leadership Team will further refine the AMDA ELA Workshop Model with a special focus on diving deeper into digital learning practices, targeted literacy centers, and skills based small group learning.
Aug. 2020	Oct. 2020	The Instructional Leadership Team will Identify specific ELA skills by grade level focused on major, supporting and additional standards using the District's Curriculum as a guide; these focus areas will further inform targeted student instruction during Reader's and Writer's Workshop.
Aug. 2020	Aug. 2020	The Administration will collaborate with the Building Committee to review the Master Schedule to include dedicated time to reader's workshop, writing workshop and foundational skills K-2 for both dual language and monolingual classrooms.
Aug. 2020	Aug. 2020	Administration will create a master schedule that will allow for ENL and SPED teams to increase collaborative planning within grade level teachers in an effort to improve co-teaching practices.
Aug. 2020	Oct. 2020	The ELA Team of ILT will conduct an audit of literacy resources to support the use of the workshop model—including; this will include digital resources. The findings of this audit will be shared with the School Based Planning Team for further action.
Aug. 2020	Oct. 2020	The ELA Team of the ILT will organize literacy resources in a central hub (bookroom) to support the use of the workshop model--including digital resources (AMDA Landing Page).
Aug. 2020	Aug. 2020	The Instructional Leadership Team will provide refresher training during 20-21 Jumpstart on the Next Generation Standards in ELA as they relate to Reader's and Writer's Workshop.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will provide training on strong content and language learning targets as well as how to formulate a student focused learning target that is used throughout a lesson.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will create a student reading

ELA Goal

		inventory to monitor the use of culturally relevant reading materials that match students' interests.
Sept. 2020	Sept. 2020	Teachers will administer and utilize a student reading inventory data to further support the use of culturally relevant reading materials that are matched to students' interests.
Aug. 2020	Sept. 2020	The ELA Team on ILT will revise/update AMDA Instructional Roadmap to include MyView/MiVision language/ELA 6-8 curriculum, components and related assessments; this will allow for school building coherence.
August 2020	Dec. 2020	The ELA Team on ILT will provide targeted and ongoing professional development linked to AMDA 12 Instructional Roadmap.
Aug. 2020	Oct. 2020	The Instructional Leadership Team will explore and find instructional tools, including digital tools ie...My View Successmaker for both monolingual and bilingual classrooms (K-8) to use during ELA Workshop; with an emphasis on increasing bilingual tools.
Aug. 2020	Dec. 2020	The Instructional Leadership Team will provide guidance of what student-centered learning and student driven instruction looks and sounds like in an ELA classroom and will monitor implementation using student perception survey questions.
Aug. 2020	Dec.. 2020	Grade Level Teams will unwrap the curriculum "road maps" provided by the district to better understand the power, additional, and supporting standards (K-8) this will occur during Academic Meetings.
Sept. 2020	Dec. 2020	Multi-Classroom Teacher Leaders (MTLs) and Admin. will support teachers to implement effective instructional strategies as it relates to the new MyView program and instructional curriculum framework by observing a teacher and providing feedback, demonstrating a lesson, or co-teaching with the teacher.
Nov. 2020	Dec. 2020	The Instructional Leadership Team and teachers will audit students' use of online test-taking strategies through observation to inform professional learning agenda items for teachers.
Aug. 2020	Dec. 2020	Multi-Classroom Teacher Leaders and administration will meet with teachers to have a deeper understanding of culturally relevant resources available in the MyView curriculum resource (K-5) as well as the district created 6-8 curriculum during Jumpstart PD as well as ongoing weekly Academic Meetings.
August 2020	Dec. 2020	Multi-classroom Teacher Leaders and administration meet with teachers during weekly Academic Meetings to take a deep dive into the curriculum resources provided by the district to understand how this contributes to student engagement, learning, growth, and achievement through the cultivation of student critical thinking.
Aug. 2020	Sept. 2020	The School Based Planning Team will identify at least two classroom teachers who will volunteer to be a MyView Learning Lab allowing other

ELA Goal

		educators to watch instruction and support learning of the new MyView reading program.
Aug. 2020	Dec. 2020	MyView Learning Lab evidence along with classroom walkthrough data will identify the explicit implementation of the Next Generation Standards and connected content and language learning targets.
Sept. 2020	Nov. 2020	The ELA Team in Instructional Leadership Team will provide an informational presentation to parents and families related to understanding the workshop model and MyView reading program.
Sept. 2020	Dec. 2020	Administration will conduct weekly walkthroughs to monitor and gather data to see the effectiveness of the implemented instructional strategies to determine where additional supports can be provided in implementing priority instructional strategies. They will meet monthly to review the walkthrough data and adjust supports based on the data.
Sept. 2020	Dec. 2020	Classroom teachers will participate in monthly classroom visits and reflect on instructional practices that are aligned with the SCEP. They will provide each other with feedback on what was seen.
Aug. 2020	Dec. 2020	The Instructional Leadership Team and Administration will provide professional development to all staff members related to the Multi-Tiered System of Supports (MTSS), what it is, and how it will support our school's structure and instructional as well as social excellence priorities.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will survey the staff on their ELA practices and the needs they have to inform professional learning of using proven instructional practices; this will be realized in Academic Meeting Agendas.
Aug. 2020	Dec. 2020	The Administration Team in collaboration with the Instructional Leadership Team will guide teachers through the Data Wise Cycle and a data analysis protocol to strengthen tier one instruction delivered by classroom teachers as seen in classroom walkthroughs.
Aug. 2020	Oct. 2020	The Instructional Leadership Team will Identify specific ELA skills to target at each grade-level based on the Next. Gen. standards; these will support teacher implementation of core instruction.
Aug. 2020	Dec. 2020	During Academic Meetings, the Instructional Leadership Team will provide ongoing learning progression for all staff on how to use the Next Generation Learning Standards for ELA that is based on the scope and sequence provided by RCSD and NYSED.
Sept. 2020	Dec. 2020	Teachers will use the Next Generation ELA Scaffolds in all tier one core instructions as determined by student need and seen in lesson plans.

ELA Goal

Sept. 2020	Dec. 2020	Administration will provide proper instructional resources to support teacher's instruction at all MTSS tier levels (Tiers 1, 2, & 3) which will be informed by the ILT audit.
Sept. 2020	Dec. 2020	The Instructional Leadership Team will provide learning about and use of a structured data analysis protocol (Here's What, So What? Now What?) for identifying students who are struggling in academic areas and in need of tier 2 support.
Sept. 2020	Dec.. 2020	Teachers will use evidenced-based interventions that produce positive impact on student performance as monitored on a frequent basis and documented in an intervention plan.
Sept. 2020	Dec. 2020	Teachers will focus on analysing formative data used during Reader's and Writer's Workshop to target small group instruction and literacy centers on ELA skills for all students, seen through observation and lesson plans. .
Sept. 2020	Dec. 2020	All teachers will collaborate in grade-level/content area teams to conduct a minimum a quarterly analysis of ELA data to articulate a grade-level learner-centered problem and problem of practices to inform their instructional action plan.
Aug. 2020	Dec. 2020	The Instructional Leadership Team along with Special Education Leadership will provide a Professional development series on co-teaching models with Special Education, ENL and co-teachers. The impact of teacher learning will support ALL students using the Universal Designed Learning (UDL) and using instructional scaffolds.
Sept. 2020	Oct. 2020	The Instructional Leadership Team will monitor consistencies across grade levels with common testing environment and test modifications as outlined in Individualized Education Plans, 504 plans and teacher recommendations made during Academic Meetings.
Aug. 2020	Oct. 2020	The Instructional Leadership Team with the support of the Technology Team will reimagine the Data Dive Dashboards for each grade level, with assessment team and SBPT in an effort to monitor mastery of power standards, benchmark growth and proficiency.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will consist of an Assessment Team to identify the best platform to house instructional data K-8 and provide a recommendation to the SBPT to collaboratively decide which platform should be implemented.
Aug. 2020	Oct. 2020	The Instructional Leadership Team will analyze the purpose of each assessment being administered to students with a lens on reducing the amount of testing.

ELA Goal

Mid-Year Benchmark

<p>Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
TBD by the assessment team	60.4 (NWEA Projected Proficiency)	61.4 (NWEA Projected Proficiency)

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
Jan. 2021	June 2021	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the ELA goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Jan 2021	June 2021	Administration will create a Master Schedule with consistent common planning time established for all grade levels with the utilization of 1x weekly academic meeting to focus on understanding best practice, data analysis of student formative assessment and benchmark data, and guided instruction.
Jan. 2021	Feb 2021	The ELA Team of ILT will conduct a second audit of literacy resources to support the use of the workshop model—including; this will include digital resources. The findings of this audit will be shared with the School Based Planning Team for further action.
Jan. 2021	June 2021	Grade Level Teams will continue to unwrap the curriculum “road maps” provided by the district to better understand the power, additional, and supporting standards (K-8) this will occur during Academic Meetings.
Jan. 2021	June. 2021	MyView Learning Lab evidence along with classroom walkthrough data will continue to identify the explicit implementation of the Next Generation Standards and connected content and language learning targets.

ELA Goal

Jan. 2021	Jan. 2021	Teachers will administer and utilize a student reading inventory data to further support the use of culturally relevant reading materials that are matched to students' interests.
Jan. 2021	June 2021	All educators will continue to follow revised and updated AMDA12 ELA Instructional Map in order to create school-wide coherence.
Jan. 2021	June 2021	The Instructional Leadership Team will provide targeted and ongoing professional Development linked to AMDA 12 Instructional Roadmap that are linked to the ELA Hallmarks. .
Jan. 2021	June 2021	The Instructional Leadership Team and Technology Team will continue to provide guidance of what student centered learning and student driven instruction looks and sounds like in the ELA classroom that will include the use of effective digital learning tools. .
Jan. 2021	June 2021	Grade Level Teams will continue to unwrap the curriculum "road maps" provided by the district that highlight the power, additional and supporting standards K-8 consistently during Academic Meetings.
Jan. 2021	June 2021	Multi-classroom Teacher Leaders and Admin. will continue to support teachers in the implementation of effective instructional strategies as it relates to the new MyView program and instructional curriculum framework by observing a teacher and providing feedback, demonstrating a lesson, or co-teaching.
Mar. 2021	Mar. 2021	The Instructional Leadership Team will continue to audit students' use of online test-taking strategies and develop professional learning for teachers to be able to teach gap areas
Jan. 2020	June 2021	The Instructional Leadership Team will support teachers' understanding of culturally relevant resources and culturally responsive pedagogy to support teachers' intentional lesson planning to connect directly with their students.
Jan. 2021	June 2021	At least two MyView Learning Labs will be functioning--and more classrooms will be encouraged to volunteer to be a demonstration classroom for other educators to visit and support their learning.
Jan. 2021	Feb. 2021	The Instructional Leadership Team will do a mid-year survey of the staff on their ELA practices and the needs they have in order to continue their growth with proven instructional practices.
Jan. 2021	June 2021	The Administration Team in collaboration with the Instructional Leadership Team will guide teachers through the Data Wise Cycle and a data analysis protocol to support the development of an instructional action plan.
Jan. 2021	June 2021	The Instructional Leadership Team will provide professional learning focused on learning progression to all staff and use the Next Generation

ELA Goal

		Learning Standards for ELA at AMDA12 that is based on the scope and sequence provided by RCSD and NYSED.
Jan. 2021	June 2021	Teachers will use the Next Generation ELA Scaffolds in all tier one core instructions as determined by student need and seen in lesson plans.
Jan. 2021	June 2021	Administration will continue to provide proper instructional resources to support teachers' instruction at all MTSS tier levels (Tiers 1, 2, & 3).
Jan. 2021	June 2021	The Instructional Leadership Team will provide learning about and use a structured data analysis protocol (Here's What, So What? Now What?) for identifying students who are struggling in academic areas and in need of tier 2 support.
Jan. 2021	June 2021	All teachers will collaborate in grade-level/content area teams to conduct a minimum a quarterly analysis of ELA data to articulate a grade-level learner-centered problem and problem of practices to inform their instructional action plan.
Jan. 2021	Feb. 2021	The Instructional Leadership Team will monitor testing consistencies across grade levels with common testing environment and test modifications as discussed in Academic Meetings with refresh training.
Jan. 2021	June 2021	The Technology Team and Instructional Leadership Team will support teachers with the use Data Dive Spreadsheets and other digital platforms to continue to track students' mastery of power standards, benchmark growth, and proficiency
Jan. 2021	June 2021	The Technology Team and administration will continue to monitor teacher use of digital data platforms for tracking student growth, proficiency, and mastery for consistency and accuracy using this information to problem solve any gaps of usage.

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
More strategic focus on standards using the District's ELA curriculum roadmap and understanding needed tier instruction in ELA to support lost instruction.	<ul style="list-style-type: none"> Focus on accelerating learning based on the Major standards for each grade level. Increase the amount of time spent on Phonics Instruction K-2 by using the WIN/MTSS during the K-2 master schedule time. 	Sept. 2020 -June 2021

ELA Goal

	<ul style="list-style-type: none">• Additional time in the master schedule called WIN/MTSS 3-6 to focus on grade level areas of need as determined by the problem of practice and/or more instructional level intervention and/or enrichment time.	
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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 52.5	42.7

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Math instructional time is often broken up throughout the day not allowing for cohesive instruction.	Whole School
Math was not given sufficient professional development during Academic Meetings as the school traditionally focused on ELA instruction.	Whole School
There is not consistent coaching to teachers and intervention provided to students to support math in grades K-8.	Whole School
There is a lack of consistent use of formative and benchmark assessment to support progress monitoring of student understanding	Whole School

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Sept. 2020	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the Math goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Aug. 2020	Aug. 2020	The restructured Shared Governance will mirror the MTSS framework for increased relational coordination between teams and will utilize the Problem Solving Intervention Team as the conduit for student support.
Aug. 2020	Jan. 2021	The Instructional Leadership Shared Governance Team will comprise a Math Team in order to provide explicit focus to the Math Goal in the SCEP.
Aug. 2020	Nov. 2020	The Instructional Leadership Team will define and document our AMDA math workshop model and what the structure will look like for instruction in every classroom to include digital supports and small-group targeted learning.
Aug. 2020	Aug. 2020	The Instructional Leadership Team will develop an Instructional Priority Statement to support the focus on improved instruction that cuts through all instructional areas.
Aug. 2020	Aug. 2020	Administration will create consistent and cohesive time in the Master

Math Goal

Schedule to support Math instruction		
Aug. 2020	Dec. 2020	The Instructional Leadership Team will provide guidance of what student-centered learning and student driven instruction looks and sounds like in a Math classroom and will monitor implementation using student perception survey questions.
Aug. 2020	Oct. 2020	The Instructional Leadership Team in collaboration with the Technology Team will explore and find math learning tools, including digital tools for both monolingual and bilingual classrooms (K-8) to use during Math Workshop.
Oct. 2020	Nov. 2020	The Technology Team will audit student's use of online test-taking strategies in math and develop professional learning for teachers to be able to close gap areas.
Set. 2020	Jan. 2021	The Technology Team will support teachers and will use the identified digital tools for math to support the Workshop Model with a focus on academic data informing their use of these tools.
Nov. 2020	Nov. 2020	The Instructional Leadership Team will facilitate a "Game Night" for parents and students that include math games that are student interest based, culturally relevant, co-planned with parents and include information for tips of at home learning.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will survey the staff on their math practices and the needs they have in order to continue their growth with proven instructional practices.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will Identify specific math skills by grade level focused on major emphases and provide ongoing learning to educators based on the data collected.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will follow an ongoing learning progression to all staff and use of the Next Generation Learning Standards for math that is based on the scope and sequence provided by RCSD and NYSED.
Sept. 2020	Dec. 2020	Administration will provide proper instructional resources to support teachers' instruction at all MTSS tier levels (Tiers 1, 2, & 3).
Sept. 2020	Dec. 2020	The Instructional Coaches will introduce and monitor the implementation of a structured data analysis protocol (Here's What, So What? Now What?) during Academic Meetings in order to identify students who are struggling in academic areas and in need of tier 2 support.
Aug. 2020	Oct. 2020	Administration will assign an instructional coach/intervention teacher to support the area of math.
Aug. 2020	Sept. 2020	Administration will modify the master schedule to provide tiered instructional time.
Sept. 2020	Dec. 2020	Teachers will monitor student progress during the Math Workshop maintaining and using data to support targeted instruction of math skills for individual students while in small groups.
Sept. 2020	Dec. 2020	All teachers will collaborate in grade-level/content area teams to conduct a minimum a quarterly analysis of Math data to articulate a grade-level

Math Goal

		learner-centered problem and problem of practices to inform their instructional action plan.
Sept. 2020	Dec. 2020	Administration will conduct weekly walkthroughs to monitor and gather data to see the effectiveness of the implemented instructional strategies to determine where additional supports can be provided in implementing priority instructional strategies. They will meet monthly to review the walkthrough data and adjust supports based on the data.
Sept. 2020	Dec. 2020	Classroom teachers will participate in monthly classroom visits and reflect on instructional practices that are aligned with the SCEP. They will provide each other with feedback on what was seen.
Aug. 2020	Sept. 2020	The Instructional Leadership Team will identify common Fluency Probes (by grade level) (Basic Facts, Complex Computation through conversions, fractions, percentages, integers, and exponents) to be used by classroom teachers as formative assessment that will both inform future instruction as evidenced in lesson plans and also monitor student growth in math.
Sept. 2020	Dec. 2020	Teachers will continue to explicitly teach problem solving strategies (CUBES and include culturally relevant application problems) as a way to provide students with access to successfully complete math word problems and to assess student understanding of math word problems.
Aug. 2020	Oct. 2020	The Math Team from ILT will Identify a math fluency instructional teaching process to be added as part of the Math Workshop Model during math centers or small guided instruction.
Sept. 2020	Dec. 2020	Teachers will provide consistent math fluency practice and fluency probe assessment to students on a weekly basis during the Math Workshop. Math skills will be monitored using formative math fluency probes.

Mid-Year Benchmark

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

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

Assessment	January 2020 Performance	January 2021 Target
NWEA	48.4	50.5

Planning for January to June

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

Start	End	Action
Jan. 2021	June 2021	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the Math goal is progressing and

Math Goal

		the two teams will discuss and plan how to accomplish the action items in the goal.
Jan. 2021	June 2021	The Instructional Leadership Team will provide ongoing guidance to AMDA12 of the trends in school math data and recommend to the School Based Planning Team actions to support improved student outcomes.
June 2021	June 2021	The Instructional Leadership Team will seek updated membership for the 2021-2022 SY based on updating staffing and teacher grade level placement.
Jan. 2021	June 2021	The Instructional Leadership Team will organize and conduct Instructional Rounds to provide staff with observations of the Math Workshop and Student-led learning during the Math Workshop.
Jan. 2021	June 2021	The Technology Team will work with classroom teachers to monitor the use of digital tools, examining instructional data to monitor effectiveness.
Jan. 2021	Feb. 2021	The Instructional Leadership Team in collaboration with the Technology Team will work with classroom teachers to track student use of test-taking strategies and how using these strategies are impacting student performance.
Jan. 2021	June 2021	The Technology Team will support teachers with continued use of the identified digital tools for math to support the Workshop Model, refining the use of the platform(s) to be strategic and meet student needs based on data.
Jan. 2021	June 2021	The Instructional Leadership Team will continue to use teacher feedback to inform future professional learning topics based on survey questions administered to teachers about their use of math practices.
Jan. 2021	June 2021	The Instructional Leadership Team will support teachers with understanding how to plan for daily instruction that reflects the grade level Math Emphases and Major Clusters.
Jan. 2021	June 2021	The Instructional Leadership Team will provide ongoing learning progression for all staff on how to use the Next Generation Learning Standards for Math that is based on the scope and sequence provided by RCSD and NYSED.
Jan. 2021	June 2021	Administration will continue to provide proper instructional resources to support teacher's instruction at all MTSS tier levels (Tiers 1, 2, & 3).
Jan. 2021	June 2021	Administration will review Tier 2 intervention plans to monitor student intervention and progress monitoring data is being documented and used to inform future instructional decisions.
Jan. 2021	June 2021	Teachers will continue to monitor student progress during the Math Workshop maintaining and using data to support targeted instruction on math skills for individual students.
Jan, 2021	June 2021	The Instructional Leadership Team will provide learning about and use of a structured data analysis protocol (Here's What, So What? Now What?) for identifying students who are struggling in academic areas and in need of tier 2 support.
Jan. 2021	June 2021	All teachers will collaborate in grade-level/content area teams to conduct a minimum a quarterly analysis of Math data to articulate a grade-level

Math Goal

		learner-centered problem and problem of practices to inform their instructional action plan.
Jan. 2021	June. 2021	The Instructional Leadership Team will support the facilitation of math benchmark assessments and of the data from these assessments to support targeted math instruction.
Jan. 2021	June 2021	Teachers will use Anchor Charts and use word problems to support the use of common school-wide strategies (CUBES and include culturally relevant application problems) as a way to assess student understanding.
Jan. 2021	June 2021	The Instructional Leadership Team will monitor the uses of math fluency instructional components used during the Math Workshop as a source of formative data collection.

Addressing COVID-19 Related Challenges – Math Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
Increased time spent on Math instruction to support lost instruction.	<ul style="list-style-type: none"> ● Focus on Accelerating Learning based on the Major standards for each grade level. ● Increase the amount of time spent on Math Instruction by introducing Math WIN Time. 	Sept. 2020 -June 2021

School-Selected Goal

June 2021 Goal	2018-19 End-of-Year Data
By June 20-21 there will be an average or 3 suspensions or less per month.	For the 19-20 school year, there were approx. 4 suspensions per month.

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?)
There was an inadequate structure in place to streamline SEL support to students, oftentimes with competing agendas and duplication of effort.	Whole School
The schools lack of focus on building intentional relationships has resulted in poor relationships between students and staff.	Whole School
Tiered supports using SEL data to support decision making was not robust nor a consistent expectation in the school.	Whole School

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Dec. 2020	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Social Excellence Leadership Team will share how the Suspension goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Aug. 2020	Sept. 2020	The Social Excellence Leadership Team will modify the SEL support structure so that there is adequate support for student social-emotional well-being and to ensure action items in the SCEP are monitored and completed.
Aug 2020	Aug 2020	The Shared Governance Structure will comprise a Social Excellence Leadership Team with teacher representatives from each grade level who will be responsible for completing actions in the Suspension, Chronic Absenteeism and Survey goals of the SCEP.
Aug 2020	Aug 2020	The Social Excellence Team will create a Social Excellence Priority Statement that is in alignment with the schools behavior data and provides ownership of SEL strategies to all AMDA12 staff.
Aug 2020	Sept 2020	The Social Excellence Leadership Team will collaborate with the Center for Youth to establish criteria and process for adult/peer mentoring and to assign students.

ELP or School-Selected Goal

Sept. 2020	Dec. 2020	Students will be identified to receive mentoring support based on teacher recommendation and their involvement of Chronic Office Behavior Referrals (5+) within a one-month period.
Sept 2020	Jan 2020	AMDA Staff will collaborate and participate in partnerships between Primary/Elementary and Middle School in order to create opportunities for role modeling and relationship building.
Aug 2020	Sept 2020	The Social Excellence Shared Governance Team will plan and facilitate learning opportunities about social emotional curriculum options with staff (Zones of Regulation, Second Step, Respect 360)
Sept 2020	Dec 2020	The Administration will monitor through walkthroughs that village/homeroom/other SEL time is used to support social emotional process/protocols/procedures with a social emotional curriculum being the primary resource.
Aug 2020	Dec 2020	The Social Excellence Leadership Team will utilize one academic meeting per month to focus on social emotional learning data, which includes suspension, behavior, attendance.
Aug 2020	Dec 2020	The Social Excellence Leadership Team will monitor the effectiveness of SEL strategies to support improved student outcomes using Office Behavior Referrals, Suspension data and student and staff Attendance Data.
Aug 2020	Sept 2020	The Social Excellence Leadership Team will analyze and share current office behavior referral and suspension data with AMDA Staff on a monthly basis.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team with the support of the Center for Youth will monitor mentoring partnerships and the impact to student behavior using Office Behavior Referrals data, suspension data, and student perception survey questions.
Oct. 2020	Dec. 2020	The Social Excellence Leadership Team will provide support to teachers of a structured data analysis protocol (Here's What, So What? Now What?) for identifying students who are struggling with their behavior and in need of tier 2 support.
Aug 2020	Sept 2020	The Social Excellence Leadership Team and Administration will provide professional development to all staff members related to collecting and using behavioral data to support the Multi-Tiered System of Supports (MTSS).
Aug 2020	Sept 2020	The Admin and School Based Planning Team will restructure Academic Meetings to include ELA instruction, Math instruction, MTSS and all parts of Social Excellence on a monthly cycle and include discussions of the data.
Sept. 2020	Dec. 2020	Administration will conduct weekly walkthroughs to monitor and gather data to see the effectiveness of the implemented instructional strategies to determine where additional supports can be provided in implementing priority instructional strategies. They will meet monthly to review the walkthrough data and adjust supports based on the data.

ELP or School-Selected Goal

Sept. 2020	Dec. 2020	Classroom teachers will participate in monthly classroom visits and reflect on instructional practices that are aligned with the SCEP. They will provide each other with feedback on what was seen.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team (SELT) will improve the consistent school-wide use of the “Essential 12” (possible visuals) to support all students with a focus on younger students with clear understanding of the expectations; this will be monitored through students using special projects to articulate their understanding.
Oct. 2020	Dec. 2020	The school administration will provide special school challenges to students which will allow them to articulate their understanding of the “Essential 12.” The outcomes of these challenges will be used by the SELT to monitor student understanding and inform practices.
Aug 2020	Dec 2020	The Administration and Social Excellence Leadership Team will provide professional learning to educators focused on exploring racism, anti-racism, black culture, white privilege, and implicit bias all connected to school policy and practices.
Aug. 2020	Dec. 2020	The Administration and Social Excellence Leadership Team and Building Committee will analyze school-based policies and remove intentional policies that are perpetuating racist practices within the school.
Aug 2020	Sept 2020	The PBIS team will work to integrate a more robust use of the Essential 12 inside classrooms and within the whole school to support positive student behavior.
Aug 2020	Sept 2020	The PBIS Team will support the use of consistent positive support strategies by all AMDA12 staff to include such things as Douglass Dollars and other positive incentives.
Oct. 2020	Dec. 2020	The PBIS Team will hold Pep Rallies at the end of each month to celebrate students displaying positive behaviors.
Sept 2020	Dec 2020	The Administration in collaboration with grade level teachers will hold Town Hall Meetings at the beginning of each month to discuss positive character traits and the “Essential 12.”

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
Suspension Data	10 Suspensions	9 or less suspensions
Mentoring/Relationships	209 Office Behavior Referrals	198 or less Office Behavior Referrals

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 second half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Jan 2021	Jan 2021	The Social Excellence Leadership Team will look at suspension data and Office Behavior Referral data to determine progress and make modifications to student supports.
Jan. 2021	June 2021	The Social Excellence Leadership Team will provide training and support to teachers with the use of a structured data analysis protocol (Here's What, So What? Now What?) for identifying students who are struggling with their behavior and in need of tier 2 support.
Jan 2021	June 2021	The Social Excellence Leadership Team with the support of the Center for Youth will monitor mentoring partnerships and the impact to student behavior and make changes as needed.
Jan. 2021	June 2021	The Restorative Practices Team will be identify students to receive mentoring support based on their involvement of Chronic Office Behavior Referrals (5+) within a one-month period.
Jan 2021	Jan 2021	Administration and the Social Excellence Leadership Team will determine the impact of town hall meetings and pep rallies on student behavior and modifications will be made as needed for future Town Hall meetings based on office behavior referral and suspension data analysis.
Jan. 2021	June 2021	The PBIS Team will hold Pep Rallies at the end of month to celebrate students displaying positive behaviors and be intentional about inviting families to these celebrations.
Jan 2021	June 2021	The Administration in collaboration with grade level teachers will hold Town Hall Meetings in the beginning of each month to discuss positive character traits and the "Essential 12."
Jan. 2021	June 2021	The Administration and Social Excellence Team will continue to provide professional learning that is progressive and linked to prior learning focused on exploring racism, anti-racism, black culture, white privilege, and implicit bias all connected to school policy and practices.
Jan 2021	June 2021	Administration will conduct walkthroughs to monitor the use of Village/Homeroom/SEL time to support student Social Emotional well-being.
Jan. 2021	June 2021	The Social Excellence Leadership Team will provide staff with guidance on consistent implementation of a social emotional curriculum processes/protocols/procedures which will be monitored through classroom walkthroughs.
Jan 2021	June 2021	The Social Excellence Leadership Team will utilize one Academic Meeting per month to focus on social emotional learning data, which includes suspension, behavior, attendance.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could hinder 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

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	23.7	32.6

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?)
Change in school leadership and expectations has led to inconsistent teacher support with addressing attendance concerns oftentimes leaving the support to a handful of individuals in the school.	Whole School
The school does not have a system that was faithfully followed to communicate daily with parents/guardians about their child's attendance, a system to build a bridge to support the family in improving school attendance, a focus on relationship building and trust so the school is able to identify the root cause and support the family.	Whole School
During the school year 2019-2020 one of the school's attendance support positions was eliminated mid-way through the school year; this left a gap in outreach to students/families relative to daily absence. Furthermore, the elimination of the position eliminated bilingual communication to parents and families.	Whole School

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Jan. 2021	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the Absenteeism goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Aug. 2020	Aug. 2020	Administration and the Attendance Team will review 2019-20 attendance data to develop the following lists: <ol style="list-style-type: none"> 1) returning students who were severely chronically (absent 20%) in 2019-20 will be given Tier 3 support at the start of the school year. 2) incoming students who are siblings of those who were chronically absent in 2019-20 will be given Tier 2 supports at the start of the school year. 3) returning students who missed between 10 and 19.9 days (chronically absent) in 2019-20 will be given Tier 2 support at the start of the school year.

Chronic Absenteeism or School-Selected Goal

		4) Returning scholars who were severely chronically absent (SCA) or chronically absent (CA) will be contacted in coordination with the translator services provided at the District level so that outreach is provided in the family's/scholar's home language about the importance of attendance at school. There will be an opportunity to understand any impediments to good attendance so that the school might help eliminate those barriers.
Aug. 2020	Sept. 2020	The Administration will seek the commitment of select staff members to serve as members of the Attendance Team as part of the Shared Governance structure.
		The Attendance Team will collaborate with both the Instructional Leadership Team and Social Excellence Leadership Team to share student attendance data for informed decision making.
Aug. 2020	Sept. 2020	The Attendance Team will collaboratively develop protocols and expectations for this their weekly meetings as supported by the RCSD Attendance Dept.
Aug. 2020	Dec. 2020	The Attendance Team will provide Professional Learning to school staff about Tier I supports to include; Perfect Attendance Ribbon on classroom door to symbolize perfect attendance each time it occurs.
Oct. 2020	Dec. 2020	On a monthly basis classroom teachers recognize and track each time their class has improved and perfect
Oct. 2020	Dec. 2020	The Attendance Team will provide a list of possible student rewards for students with high attendance and growth in their school attendance classroom celebrations; they will collaborate with the PBIS Team to offer classroom teachers support with celebrations.
Sept. 2020	Dec. 2020	The Instructional Leadership Team and the Social Excellence Team will collaborate to seek teachers who are willing to model classroom engagement strategies for other teachers in an effort to increase student interest and excitement for school as measured by student surveys.
Sept. 2020	Dec. 2020	The ILT and SELT will utilize "The Wild Card" by Hope and Wade King as a primary resource to support teachers with understanding classroom engagement strategies.
Sept. 2020	Sept. 2020	The Attendance Team will provide students with opportunities to create posters to display throughout the school emphasizing the importance of regular school attendance and the theme; this could be in conjunction with administrations special challenges of the "Essential 12" as referenced in the Suspension Goal.
Sept. 2020	Dec. 2020	The Attendance Team will conduct weekly meetings. The team is structured to support by grade level for example: K-2, 3-4, 5-6 & 7-8.
Sept. 2020	Dec. 2020	The Attendance Team will provide staff with updates to a resource list of family supports and possible agency contacts when challenging situations are identified.
Aug. 2020	Sept. 2020	The Attendance Team will develop Tier 1, 2 and 3 supports. For Tier 3, this will involve identifying adults who are qualified (with language being an area to consider) and willing to serve as mentors for students and

Chronic Absenteeism or School-Selected Goal

		developing expectations for the role of mentor.
Oct. 2020	Dec. 2020	The Attendance Team will communicate to classroom teachers the names of students who are “at-risk” for chronic absenteeism, including a request for teachers to support the student/family for improved school attendance with efforts to build intentional relationships with families.
Aug. 2020	Dec. 2020	Mentors obtained from a partnership with the Center For Youth and families will support students with improved school perception. They will be recruited by the Attendance Team (in collaboration with the Social Excellence Leadership Team).
Sept. 2020	Dec. 2020	Student perception of school will be monitored through the use of survey questions administered to students and developed by the Attendance Team.
Sept. 2020	Dec. 2020	The Attendance Team will activate student mentor support from our partnership with the Center For Youth and families as a Tier 3 support for students who are identified as being chronically absent.
Oct. 2020	Dec. 2020	Mentors will meet at a predetermined frequency with scholar mentees receiving Tier 3 support focused on improving student school perception.
Sept. 2020	Dec. 2020	The Attendance Team will run and review attendance reports on a weekly basis to monitor teacher contact has been made for students who have been chronically absent.
Sept. 2020	Dec. 2020	As part of the MTSS Meeting Cycle, representative(s) from the Attendance Team will meet with classroom teachers to support the creation of intervention plans to support improved school attendance.
Sept. 2020	Dec. 2020	The Attendance Team will send letters or include information in monthly newsletters to support parent/guardian understanding of attendance data and goals. Letters will be sent to parents/guardians explaining the importance of regular school attendance and the connection to school success. Letters will be in the scholar’s home language.
Aug. 2020	Dec. 2020	Teachers will initiate outreach to the student’s family via a communication platform (Phone Call, Class Dojo, Seesaw, Google Classroom, text message) ensuring two-way communication. Teachers are responsible for documenting all of these efforts in Attend Actions of PowerSchool.

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
% of students with 9 or more absences (<i>replace with</i>	All Students	19%	18%

Chronic Absenteeism or School-Selected Goal

<i>alternate data source if not using a CA goal)</i>			
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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan. 2021	June 2021	The Attendance Team will continue to provide Professional Learning to school staff about Tier I supports to include; Perfect Attendance Ribbon on classroom door to symbolize perfect attendance each time it occurs;
Jan. 2021	June 2021	Classroom teachers will continue to recognize each time class has perfect attendance; after 20 days of perfect attendance, class reward is shared (idea list will be shared by the Attendance Team)
Jan. 2021	June 2021	The Instructional Leadership Team will monitor classroom engagement strategies being used by teachers in an effort to increase student interest and excitement for school as measured by student survey questions.
Feb. 2021	Feb. 2021	Scholars will create posters to display throughout the school emphasizing the importance of regular school attendance and the theme; this can be in collaboration with the administration's special challenges for the "Essential 12."
Jan. 2021	June 2021	The Attendance Team will conduct weekly meetings. The team is structured to support by grade level for example: K-2, 3-4, 5-6 & 7-8.
Jan. 2021	June 2021	The Attendance Team will continue to provide staff with updates to a resource list of family supports and possible agency contacts.
Jan. 2021	June 2021	The Attendance Team will monitor the impact of mentors for students using grade level and classroom attendance data, they will work with teachers to make adjustments to the support provided if needed.
Jan. 2021	June 2021	The Attendance Team will continue to communicate with classroom teachers, student names who are at-risk for chronic absenteeism, including strategies to improve intentional relationship building with families.
Jan. 2021	June 2021	The Attendance Team will activate student mentor support from our partnership with the Center For Youth and families as a Tier 3 support for students who are identified as being chronically absent.
Jan. 2021	June 2021	Mentors will meet at a predetermined frequency with scholar mentees receiving Tier 3 support focused on improving student school perception as monitored using perception survey questions.
Jan. 2021	June 2021	The Attendance Team will run and review attendance reports on a weekly basis to monitor teacher contact has been made for students who have been chronically absent.
Jan. 2021	June 2021	The Attendance Team will monitor Attend Actions for proper documentation of student attendance communication with family and remind teachers if documentation is missing.

Chronic Absenteeism or School-Selected Goal

Jan. 2021	June 2021	As part of the MTSS Meeting Cycle, representative(s) from the Attendance Team will meet with classroom teachers to support the creation of intervention plans to support improved school attendance.
Jan. 2021	June 2021	The Attendance Team will send letters to parents/guardians explaining the importance of regular school attendance and the connection to school success. Letters will be in the scholar's home language. The theme for 2020-2021 is, "Coming to School is Cool" or for younger scholars, "School is Cool."
Jan. 2021	June 2021	Teachers will initiate outreach to the student's family via a communication platform (Phone Call, Class Dojo, Seesaw, Google Classroom, text message) ensuring two-way communication. Teachers are responsible for documenting all of these efforts in Attend Actions of PowerSchool.

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Increase student engagement for school since they have been out for such a long period	Opening of School event to include students and families celebrating returning to school & school buildings being reopened. School spirit activities will be scheduled each week in September (or four weeks when school buildings reopen), 3 days of each of the weeks	September 2020
Some students/families may feel anxious about returning to school.	Classroom teachers, Social workers, support staff and administrators will contact families to discuss their child's readiness to return to school. For students or families who may be anxious about returning, staff will work with the family to develop a support plan.	August 2020
If school buildings remain closed, our focus will be on engagement.	Continue incentives for work completion Zoom Pep Rally by Grade Level The shared governance engaging learning team will support this work and planning. A letter will be sent explaining expectations for scholar engagement.	September 2020 and ongoing while school buildings are closed
If school buildings reopen with scholars attending on a	Organizational strategies: Reminders/ Robo Calls/ website (See	September 2020 and ongoing while school

Chronic Absenteeism or School-Selected Goal

modified schedule	Saw, Classroom DoJo, Google Classroom, social media, email and US mail) postings. Constant communication, recognition of effort and offers of support are going to be KEY.	buildings are on a modified schedule
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Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Students	"Teachers understand my problems."	56% of students agree with this statement.	46% of students agreed or strongly agreed with the statement

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?	
There has been an inconsistent focus on culturally responsive communication, implicit bias, and Restorative Practices in the school and the use of this information to support both academic and social-emotional support.	Whole School
There is inconsistent use of SEL programs to support character education and a need for improved SEL structure and supports. .	Whole School

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Sept. 2020	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team. The Shared Governance Team will share how the Absenteeism goal is progressing and the two teams will discuss and plan how to accomplish the action items in the goal.
Aug. 2020	Sept. 2020	The restructured Shared Governance will mirror the MTSS framework for increased relational coordination between teams and will utilize the Problem Solving Intervention Team as the conduit for student support.
Aug. 2020	Dec. 2020	The Social Excellence Leadership Team will comprise a Positive Behavior Supports Team in order to provide explicit focus to the Survey Goal in the SCEP.
Aug. 2020	Nov. 2020	The Social Excellence Leadership Team will define our AMDA Morning Meeting time and SEL time purpose and what the structure will look like for SEL instruction in every classroom (digital component, small group learning).
Aug. 2020	Sept. 2020	The Instructional Leadership Team and Social Excellence Leadership Team will restructure Academic Meetings to include ELA, Math, MTSS and all parts of Social Excellence on a monthly basis.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team will provide AMDA staff with professional learning focused on the use of SEL curriculum (i.e. Second Step, Zones of Regulation, Respect 360, and SEL components from My

Survey Goal

		View)
Aug. 2020	Sept. 2020	The Administration will work to create a School Event Calendar that will be set in the summer so that dates of school events can be communicated in Parent Newsletters and the School Website to all stakeholders from the beginning of the school year.
Sept. 2020	Dec. 2020	Administration will conduct weekly walkthroughs to monitor and gather data to see the effectiveness of the implemented instructional strategies to determine where additional supports can be provided in implementing priority instructional strategies. They will meet monthly to review the walkthrough data and adjust supports based on the data.
Sept. 2020	Dec. 2020	Classroom teachers will participate in monthly classroom visits and reflect on instructional practices that are aligned with the SCEP. They will provide each other with feedback on what was seen.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team will provide professional learning to administrators, teachers, support staff and parents, focused on culturally responsive communication with an initial step of examining implicit bias and a progression of Restorative Practices.
Sept. 2020	Dec. 2020	The Social Excellence Team will administer quarterly surveys to students in grades 1-8 to help understand their perception of the school culture and inform educator practices.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team will monitor the use of restorative practices in the school. Practices will be monitored through classroom/school walkthroughs, and student perception data collected in survey questions.
Sept. 2020	Dec. 2020	Parent and family survey questions developed by the Social Excellence Leadership Team will be administered to parents at all evening events to help understand their perspective on school culture and to inform future practices.
Oct. 2020	Dec. 2020	Ongoing feedback through walkthroughs from administration will be provided to all educators as a support for the use of culturally responsive instructional practices and Restorative Practices in the classroom.
Sept. 2020	Dec. 2020	The Administrative team will share the collective data from walkthroughs with all educators at least quarterly during Academic Meetings and as a whole at the end of the school year.

Survey Goal

Sept. 2020	Dec. 2020	At least monthly communication will occur from classroom teachers and other educators to parents and families about the work occurring in classrooms with both academic and SEL instruction. The SELT will seek evidence of this communication as a means to monitor this action.
Sept. 2020	Dec. 2020	The Social Excellence Leadership Team will provide teachers and parents with resources (i.e. conversation starters) to use during Morning Meetings/Village and other identified SEL time that will promote and facilitate authentic teacher-student-family communication and tiered SEL supports.
Sept. 2020	Dec. 2020	Teachers, Psychologist, Social Workers, Prevention Educators, and School Safety Officers will consistently use SEL tools (i.e. Second Step, Zones of Regulation, Respect 360, and SEL components from My View) available to them to support improved teacher-student communication and to provide students with tiered support.
Sept. 2020	Dec. 2020	Teachers, School Safety Officers, Prevention Educator (CFY) and Social Workers will be provided with guidance from the Social Excellence Leadership Team and ROC Restorative Team on effective communication strategies to use with students and families; this will be monitored by observation and feedback from administrators.
Sept. 2020	Dec. 2020	A Guidance Document will be co-developed and distributed by the Admin Team and the Social Excellence Leadership Team with a plan to streamline school communication with students and families to keep it consistent, concise, timely, coherent, and tiered to support students. .

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
School and/or District Student Survey	51% of students agree with this statement.

Planning for January to June

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

Survey Goal

Jan. 2021	Sept. 2021	The School Based Planning Team (SBPT) will recognize each Shared Governance Team as an arm of the School Based Planning Team who will report to and seek feedback from SBPT on a monthly basis.
June 2021	June 2021	The Social Excellence Leadership Team will seek updated membership for the 2021-2022 School Year
Jan. 2021	June 2021	The Social Excellence Leadership Team will monitor the use of Morning Meeting time and SEL time to support the use of SEL practices.
Jan. 2021	June 2021	The Social Excellence Leadership Shared Governance Team will continue to provide professional learning focused on the use of SEL curriculum (i.e. Second Step, Zones of Regulation, Respect 360, and SEL components from My View/Mi Vision)
Jan. 2021	June 2021	The Social Excellence Leadership Team will continue to provide professional learning administrators, teachers, support staff and parents, focused on culturally responsive communication with an initial step of examining implicit bias and race and Restorative Practices; this may occur on an individual basis or in small groups based on feedback.
Jan. 2021	June 2021	The Restorative Practices Team will create and administer quarterly surveys to students in grades 1-8 in an effort to understand their perception of the school's culture to inform school practices. (this survey could include questions that support other goal areas).
Jan. 2021	June 2021	Parent and family survey questions will be developed by the Social Excellence Leadership Team and administered to parents at all evening events to help understand their perspective on school culture and to inform future practices.
Jan. 2021	June 2021	Ongoing feedback through Walkthroughs from administration to all educators as a support for the use of culturally responsive practices and Restorative Practices in the classroom.
Jan. 2021	June 2021	Administrative team will share the collective data from walkthroughs with all educators at least quarterly during Academic Meetings and as a whole after the school year.
Jan. 2021	June 2021	Monthly communication from classroom teachers and other educators to parents and families about the work occurring in classrooms with both academic and SEL instruction. The SELT Team will obtain evidence of these communications to monitor completion of this action.
Jan. 2021	June 2021	Administration will monitor the use of SEL resources (i.e. conversation starters) being used during Morning Meetings/Village time to support increased authentic teacher-student communication through classroom walkthroughs and through SEL referral data.

Survey Goal

Jan. 2021	June 2021	Teachers, Psychologist, Social Workers, Prevention Educators, and School Safety Officers will consistently use SEL tools (i.e. Second Step, Zones of Regulation, Respect 360, and SEL components from My View) available to them to support improved teacher-student communication and to provide students with tiered support.
Jan. 2021	June 2021	Teachers will report out to the Social Excellence Leadership Team if they perceive as though there is an increase in effective communication strategies being used with students and families resulting in relationships that are more positive in order to support future practices. .
Jan 2021	May 2021	The Admin Team and the Social Excellence Leadership Team will revisit the Guidance Document supporting improved teacher-student-family communication in an effort to close remaining gaps identified through stakeholder feedback and to inform tiered supports..

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Students and staff will have experienced trauma from the early closure of school and the change in instructional day. There will have been reduced contact between adults and students which will naturally create a shift in school culture come September 2020.	Create an opening school day/week experience for students and staff that is focused on developing relationships and fostering a connected community.	September 2020
	Provide ongoing resources to educators on ways to improve the SE health of students/staff.	Sept. 2020-June 2021

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 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).