



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Abraham Lincoln School #22	Dr. Clinton Bell	Pre-K-6th

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	3	2	3	2	3

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
White	1	1	1			1
SWD	1	2	2	2	1	2

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
4/17/2020	X				
4/24/2020	X	X			
5/1/2020	X	X			
6/2/2020	X	X	X	X	
6/4/2020	X	X	X	X	
6/5/2020	X	X	X	X	
6/8/2020				X	X
6/9/2020	X	X	X	X	
6/12/2020			X	X	
6/15/2020	X	X	X	X	
6/16/2020		X	X	X	
6/17/2020				X	

Stakeholder Participation

6/18/2020				x	x
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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	Stakeholder representatives participated in the creation of the SCEP as well as the SCEP was shared and discussed in grade level PLC meetings.
Parents with children from each identified subgroup	Parent participation disrupted by Covid-19.
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
		2/25	3/24	4/17	4/24	5/1	6/2	6/4	6/5	6/8	6/9	6/12	6/15	
Clinton Bell	Principal	X	x	x	x	x	x		x	x	x	x	x	
Yajaira Nguyen	Assistant Principal		x	x	x	x	x	x	x	x	x	x	x	
Corey Hepburn	Community Site Coordinator	X	x	x	x		x			x	x			
Corinne Calabretta	4th Grade Bilingual	X	x	x	x	x	x			x	x	x	x	
Tracey Barnwell	3rd Grade Teacher			x	x		x	x	x		x	x	x	
Melissa Asenato	PK Teacher	X	x	x	x	x	x	x	x	x	x	x		
Teddy Tuggles	5th Grade Teacher		x											
Manouchka Small	1st Grade Teacher	X	x	x		x	x	x		x	x	x	x	
Cristina Messori	1st Grade Bilingual		x	x	x	x		x	x	x	x	x		
Jennifer Gentile	Intervention Teacher						x	x	x	x	x	x	x	
Lindsey Georger	3rd Grade Bilingual						x	x		x	x	x	x	
Colleen Tyler	TOA						x	x	x	x	x		x	
School #22 Teacher	Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, ENL and Special											x	x	x

Stakeholder Involvement Signature Page

	Education teachers													
Mrs. Brown	parent			x										
Mrs. Warfield	parent			x										

- Parent participation disrupted by Covid-19

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	Our largest need at school #22 has been identified by the state as our SWD subgroup. Teachers need to ensure that all students including students with disabilities are receiving instructional core curriculum, with appropriate scaffolds and differentiation.

Clearinghouse-Identified

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

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

Evidence-based Intervention

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

School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	48.9	48.3
White		55.4
SWD	28	8.1

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?)
Inconsistencies with how Core Instruction has been implemented across grade levels.	All grade levels
Lack of consistency with Core Instruction in the utilization of strategies aligned with the instructional framework.	All grade levels

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
July 2020	July 2020	The Instructional Leadership Team will develop a teacher survey to capture the needs pertaining to curriculum and instruction with focus on ELA Hallmarks 1 and 3.
July 2020	August 2020	Teachers will complete a Needs assessment and the Instructional Leadership Team will create a year-long professional development calendar based on the completed teacher needs survey.
Sept 9, 2020	Sept 18, 2020	The Instructional Leadership Team will develop a system for teachers to create and maintain a Data binder that will be used during PLC to determine student needs.
Sept 14, 2020	Oct 2, 2020	The Instructional Leadership Team will provide professional development in ELA Hallmark 1 during Grade Level Professional Learning Communities with a focus on CEI and RACE when answering constructed response questions.
Oct 13, 2020	Oct 30, 2020	Weekly grade level professional learning communities will monitor implementation of ELA Hallmark 1 professional development strategy through evaluation of student work, learning walks, and walkthroughs.
Nov 2, 2020	Nov 6, 2020	ILT will compile walkthrough data and share with Grade Level PLC's.
Oct 19, 2020	Nov 20, 2020	While focusing in ELA Hallmark 1, we will implement the Data Wise process when looking at student data (NWEA, MyView/MiVision, ELA-6th student work samples and Unit Assessments)

ELA Goal

Nov 2 , 2020	Nov 24, 2020	The Instructional Leadership Team will provide professional development in ELA Hallmark 3 during Grade Level Professional Learning Communities with a focus on how to incorporate mentor text into the writer’s workshop mini-lesson.
Dec 7, 2020	Dec 23, 2020	Weekly grade level professional learning communities will monitor implementation of ELA Hallmark 3 professional development strategy through evaluation of student work, learning walks, and walkthroughs.
Jan 4, 2021	Jan 8, 2021	ILT will compile walkthrough data and share with Grade Level PLC’s.
Dec 14, 2021	Jan 22, 2021	While focusing in ELA Hallmark3, we will implement the Data Wise process when looking at student data (NWEA, MyView/MiVision, ELA-6th student work samples and Unit Assessments)

Mid-Year Benchmark

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

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

Assessment	January 2020 Performance	January 2021 Target
NWEA	Growth Target Met Percentage 1st - 38% 2nd - 46% 3rd - 36% 4th - 41% 5th - 43% 6th -49%	Growth Target Met Percentage 1st - 41% 2nd - 49% 3rd - 39% 4th - 44% 5th - 47% 6th - 52%
myView/miVision		TBD

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
March 1, 2021	March 26, 2021	Weekly grade level professional learning communities will monitor implementation of ELA Hallmarks 1 and 3 professional development strategy through evaluation of student work, learning walks, and walkthroughs.
March 29, 2021	April 2, 2021	ILT will compile walkthrough data and share with Grade Level PLC’s.

ELA Goal

April 5, 2021	May 10, 2021	While focusing in ELA Hallmark 1 and 3, we will implement the Data Wise process when looking at student data (NWEA, MyView/MiVision, ELA-6th student work samples and Unit Assessments)

Addressing COVID-19 Related Challenges – ELA 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. <i>(add additional rows as needed)</i></p>		
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>
Gaps in specific skills	remediation in areas that students need	September

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	40.7	37.7
White		26.8
SWD	26	12.8

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?)
Inconsistencies in the implementation of grade level curriculum and strategies.	All grade levels
Lack of instructional strategies that provide students the opportunities for students to struggle in problem solving, accountable talk, and metacognitive strategies.	All grade levels

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
July 2020	July 2020	The Instructional Leadership Team will develop a teacher survey on individual needs pertaining to curriculum and instruction with focus on Math Hallmarks 1 and 2.
July 2020	August 2020	Teachers will complete a Needs assessment and the Instructional Leadership Team will create a year-long professional development calendar based on the completed teacher needs survey.
Sept 9, 2020	Sept 18, 2020	The Instructional Leadership Team will develop a system for teachers to create and maintain a Data binder.
Sept 14, 2020	Oct 2, 2020	The Instructional Leadership Team will provide professional development in Math Hallmark 1 during Grade Level Professional Learning Communities with a focus on utilizing problem solving strategies of RDW and Cubs.
Oct 13, 2020	Oct 30, 2020	Weekly grade level professional learning communities will monitor implementation of Hallmark 1 professional development strategy through evaluation of student work, learning walks, and walkthroughs.
Nov 2, 2020	Nov 6, 2020	ILT will compile walkthrough data and share with Grade Level PLC's.
Oct 13, 2020	Nov 13, 2020	While focusing on Math Hallmark 1, we will implement the Data Wise process when looking at student data (NWEA, student work samples and Unit Assessments from the RCSD 20-21 Math Acceleration Scope and Sequence)

Math Goal

Nov 2 , 2020	Nov 24, 2020	The Instructional Leadership Team will provide professional development in Math Hallmark 2 during Grade Level Professional Learning Communities with focus on a daily language learning target to help students communicate their learning using academic vocabulary and language.
Dec 7, 2020	Dec 23, 2020	Weekly grade level professional learning communities will monitor implementation of Hallmark 2 professional development strategy through evaluation of student work, learning walks, and walkthroughs.
Jan 4, 2021	Jan 8, 2021	ILT will compile walkthrough data and share with Grade Level PLC's.
Dec 14, 2021	Jan 22, 2021	While focusing on Math Hallmark 2, we will implement the Data Wise process when looking at student data (NWEA, student work samples and Unit Assessments from the RCSD 20-21 Math Acceleration Scope and Sequence)

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	Growth Target Percentage Met 1st - 51% 2nd - 49% 3rd - 44% 4th - 46% 5th - 33% 6th - 46%	Growth Target Percentage 1st - 54% 2nd - 52% 3rd - 47% 4th - 49% 5th - 36% 6th -49%

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
March 1, 2021	March 26, 2021	Weekly grade level professional learning communities will monitor implementation of Math Hallmarks 1 and 2 professional development

Math Goal

		strategy through evaluation of student work, learning walks, and walkthroughs.
March 29, 2021	April 2, 2021	ILT will compile walkthrough data and share with Grade Level PLC's.
April 5, 2021	May 10, 2021	While focusing in Math Hallmark 1 and 2, we will implement the Data Wise process when looking at student data (NWEA, student work samples and Unit Assessments from the RCSD 20-21 Math Acceleration Scope and Sequence)

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
<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>
Gaps in specific skills	remediation in areas that students need	September

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
1.4	1.24
Increase the number of classrooms that have access to playworks and mindfulness from 9 classrooms to 12.	

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?)
Lack of training for all staff in strategies for student engagement both in and out of the classroom.	All grade levels

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
July 2020	Aug 2020	Establish a partnership with Baden Street to support the implementation of playworks and mindfulness.
Aug 24, 2020	Aug 28, 2020	Health and Wellness committee will organize Playworks and mindfulness training for staff
Aug 31, 2020	Sept. 8, 2020	ILT with the Health and Wellness committee will develop a professional Development focused on Playworks and Mindfulness program for staff.
Sept 2020	Jan 2021	Staff will participate in monthly professional development for 2 hours on Playworks and Mindfulness

ELP or School-Selected Goal

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
Student surveys		85% positive results from survey

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
Feb 1, 2021	Feb 5, 2021	Health and Wellness committee will provide feedback to staff from survey results.
Feb 8, 2021	Mar 5, 2021	Health and Wellness committee will progress monitor Playworks and Mindfulness strategies through observation and student discussions.
Mar 8, 2021	Mar 19, 2021	Health and Wellness committee will provide additional strategies to support implementation of Playworks and Mindfulness activities
Apr 5, 2021	Apr 9 2021	H&W Committee will reassess student engagement with a follow-up survey
April 12, 2021	April 23, 2021	H&W Committee will analyze survey data and send out to staff
May 3, 2021	June 27, 2021	Health and Wellness committee will progress monitor Playworks and Mindfulness strategies through observation and student discussions.

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
Engagement of students during virtual learning	Identify how to incorporate playworks and mindfulness virtually	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)
All	44.2	44.1
White		55.3
SWD	50	51.5

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?)
Lack of transportation affects our overall student attendance in particular our transient families.	1-6

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
July 6, 2020	July 20, 2020	ILT and Parent Liaison will develop and send out a postcard and RoboCalls to let families know how to inform the school about address changes in English and Spanish.
July 20, 2020	Sept 14, 2020	Instructional Leadership and parent liaison in collaboration with placement and transportation will ensure that transportation is in place for students and the district DATA base which contains family contact is up to date.
August 10, 2020	Aug 14, 2020	The Attendance Team will develop a yearly calendar of activities acknowledging student attendance.
Sept 14, 2020	Sept 25, 2020	The Attendance Team will identify students that are no shows and contact families.
Sept 14, 2020	Sept 21, 2020	Attendance Team members will each adopt a small group of identified children to support/monitor on a personal basis.
Sept 28, 2020	Oct 2, 2020	Classroom teachers will review their monitoring system of tracing and posting student daily attendance.
October 2020	January 2021	The Attendance Team will meet bi-weekly using the rolling agenda to monitor patterns of attendance by reviewing the attendance referral log. Identifying Tier 2 and 3 students. One meeting reviews Tiers 2 and 3, other meeting reviewing communication.
October 2,	October 13,	The Attendance Team will identify and communicate via phone to Tier 2 and

Chronic Absenteeism or School-Selected Goal

2020	2021	Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
Oct 26, 2020	Oct 30,2020	Classroom teachers will review their monitoring system of tracking and posting student daily attendance.
Nov 2, 2020	Nov 13, 2020	The Attendance Team will Identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
October 2020	January 2021	The Attendance Team will invite a Central Office representative to attend the meeting for support on a monthly basis.
Nov 30, 2020	Dec 4, ,2020	Classroom teachers will review their monitoring system of tracing and posting student daily attendance.
Dec 7, 2020	Dec 18, 2020	The Attendance Team will Identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
Dec 21, 2020	Dec 23,2020	Classroom teachers will review their monitoring system of tracing and posting student daily attendance.
Jan 11, 2020	Jan 22, 2020	The Attendance Team will Identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.

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 alternate data source if not using a CA goal</i>)		Chronic Absenteeism 36%	Chronic Absenteeism-33%

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 second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 4, 2021	Jan 8, 2021	Attendance team will resend postcards to let families know how to inform the school about address changes.
January 2021	June 2021	The Attendance Team will continue to meet bi-weekly using the rolling agenda to monitor patterns of attendance by reviewing the attendance referral log. Identifying Tier 2 and 3 students. One meeting reviews Tiers 2 and 3, other meeting reviewing communication.
January 2021	June 2021	Once a month, the Attendance Team will continue to invite a Central Office representative to attend the meeting for support.
Jan 25, 2021	Jan 29, 2021	Classroom teachers will review their monitoring system of tracing and posting student daily attendance. Classroom teachers will monitor and post student daily attendance.
Feb 22, 2021	Feb 26, 2021	The Attendance Team will identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
Feb 22, 2021	Feb 26, 2021	Classroom teachers will review their monitoring system of tracing and posting student daily attendance.
March 29, 2021	April 2, 2021	The Attendance Team will identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
March 29, 2021	April 2, 2021	Classroom teachers will review their monitoring system of tracing and posting student daily attendance.
May 10, 2021	May 21, 2021	The Attendance Team will identify and communicate via phone to Tier 2 and Tier 3 student's families that a need for improved attendance is necessary. Follow-up letters will be sent home stating how many days the student has missed.
June 14, 2021	June 24, 2021	Attendance team will resend postcards to let families know how to inform the school about address changes.

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

Chronic Absenteeism or School-Selected Goal

Ability to attend virtual classes	Identify the need for families in order for students to attend virtual classes	July

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	Adults working at this school treat all students respectfully	65% agree	50% agree

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Lack of staff has had full training in Restorative Practices
Inconsistent communication of expectations for students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug 3, 2020	Aug 28, 2020	The Student Engagement team will develop a student survey focused on Restorative Practices.
Sept 13, 2020	Sept 17, 2020	The Student Engagement team will have students complete survey.
Sept 20, 2020	Oct 2, 2020	The Student Engagement team will analyze survey results and present to staff.
Oct 8, 2020	Oct 9, 2020	The Student Engagement team will provide training to staff on Restorative Practices
Oct 13, 2020	Dec 3, 2020	The Student Engagement team will engage students and teachers in circles in their classrooms.
Dec 4, 2020	Dec 4, 2020	The Student Engagement team will provide restorative practice training to staff on half day.
Dec 7, 2020	Jan 15, 2020	The Student Engagement team will engage students and teachers in circles in their classrooms.
Jan 19, 2020	Jan 22, 2020	Students will take a survey on Restorative Practices.

Survey Goal

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
Student Survey	60% positive results

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 25, 2021	Feb 5, 2021	SE Team will analyze student survey results and share with staff
Feb 8, 2021	June 25, 2021	The Student Engagement team will continue to engage students and teachers in circles in their classrooms.
March 5 2021	March 5, 2021	The Student Engagement team will continue to provide restorative practice training to staff on half day.

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
Restorative conversations during virtual learning	Identify ways to incorporate restorative practices such as harambee during virtual learning	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 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).