



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Francis Parker #23	Kathryn Yarlett-Fenti	PreK-6

## 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
<b>All Students</b>	2	3	2		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
<b>Black</b>	1	2	2		1	3
<b>SWD</b>	2	3	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
<i>Example: 3/6/20</i>	x	x			
4/21/20	x	x			
4/29/20	x	x			
5/6/20	x	x			
5/13/20	x	x			
5/20/20	x	x	x	x	
6/3/20		x		x	
6/5/20				x	
6/9/20				x	
6/10/20				x	
6/11/20				x	
6/15/20				x	
6/17/20				x	x

## Stakeholder Participation

### TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)												Signature
		4/21	4/29	5/06	5/13	5/20	6/3	6/5	6/9	6/10	6/11	6/15	6/17	
Katie Yarlett-Fenti	Principal	x	x	x	x	x	x	x	x	x	x	x	x	
Carla Roberts	Asst. Principal	x	x	x	x	x	x	x	x	x	x	x	x	
Patricia McKinney	Parent Liaison	x	x	x	x	x	x	x	x	x	x		x	
Joanne Swick	Teacher	x	x	x	x	x	x	x					x	
April Burton	Teacher	x	x	x	x	x	x	x	x				x	
Lisa Clayton	Teacher	x		x	x	x	x	x					x	
Jennifer Rothfuss	Teacher	x	x	x	x	x	x	x	x				x	
Kim Buonomo	Teacher	x	x	x	x	x	x	x	x				x	
Noelia Garcia	Head Secretary	x												
Juliet Sullivan	Parent	x	x	x	x	x	x	x					x	
Francesca King	Parent	x				x								
Anquinette Kirton	Parent						x	x	x	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-interventions>

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

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

### State-Supported Evidence Based Strategy

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

<b>Strategy Identified</b>	<b>Instructional Coaching</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA and Math

### Clearinghouse-Identified

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

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

Evidence-based Intervention

**School-Identified**

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

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

## ELA Goal

### ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
<b>All</b>	106.9* 21-22 MIP	104
<b>Black</b>	88	69
<b>SWD</b>	67	42

### Root Causes

What <b>theories or hypotheses</b> 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?)
Our school does not provide consistent Reading instruction to all students resulting in 39% of students scoring at a level 1 on the NYS ELA assessment, and only 19% of African American students scoring at a level 3 or 4.	K-6

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
8/3/20	8/21/20	The ILT will identify roles and responsibilities of team members in support of Reading instruction and implementation of the myView/miVision reading program
8/3/20	8/21/20	The ILT will identify or develop tools that will be used to support Reading instruction including: walkthrough tools, coaching cycle schedule, Learning Walk note catchers, PLC rolling agendas and meeting schedules.
8/3/20	8/21/20	The ILT will build assessment literacy with all assessments and reports in myView/miVision and NWEA that support Reading instruction.
8/17/20	8/21/20	Summer PD- Teachers will unpack the Rochester Instructional Framework (RIF), Advanced Literacy Hallmarks, Units 1 and 2 of the MyView Curriculum Resource, and Units 1 and 2 of the RCSD ELA 6-8 Curriculum Resource to begin planning in grade level PLCs (RIF- Plan).
9/8/20	10/2/20	Learning Lab classrooms will be implemented with the support of the Instructional Coaches/TOAs including a schedule of Learning Walks for Grade Level PLC's.
9/8/20	10/2/20	Grade Level PLCs will begin strategic work on implementing rituals and routines within the RIF, and focusing on Hallmark 1 with the use of graphic organizers and the elements of close reading.
9/9/20	10/2/20	The Leadership Team will conduct classroom walkthroughs focused on implementation of rituals and routines within the RIF and Hallmark 1 with the use of graphic organizers and the elements of close reading.



ELA Goal

10/5/20	10/9/20	Grade Level PLCs and Instructional Coaches will analyze NWEA and myView/miVision data to identify Tier 2 and tier 3 supports for students.
10/12/20	10/16/20	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
10/12/20	10/16/20	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coaches to implement Coaching Cycles.
10/12/20	10/16/20	Grade Level PLCs will participate in Data Wise Cycle focused on rituals and routines in the RIF and Hallmark 1.
10/12/20	11/2/20	Teachers will participate in Learning Walks to Learning Lab classrooms with a focus on rituals and routines within the RIF and Hallmark 1 with the use of graphic organizers and the elements of close reading.
11/2/20	11/27/20	Grade Level PLCs will begin strategic work on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.
11/2/20	11/27/20	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 2 including the use of discussion protocols and unpacking learning targets with students that identify how they will use language to communicate understanding.
11/30/20	12/4/20	Grade Level PLCs and Instructional Coaches will analyze myView/miVision data to identify Tier 2 and tier 3 supports for students.
12/7/20	12/11/20	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
12/7/20	12/11/20	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coaches to implement Coaching Cycles.
12/7/20	12/11/20	Grade Level PLCs will participate in Data Wise Cycle on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.
12/11/20	12/23/20	Teachers will participate in Learning Walks to Learning Lab classrooms focused on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.

## ELA Goal

### Mid-Year Benchmark

<p>Identify the <b>specific assessment of ELA performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA- African American Subgroup	Performance Index - 60.6	Performance Index - 79

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
1/4/21	1/29/21	Grade Level PLCs will begin strategic work on Hallmark 3 with a focus on the use of the RACE writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
1/4/21	1/29/21	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 3 through the use of the RACE writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
2/1/21	2/5/21	Grade Level PLCs and Instructional Coaches will analyze NWEA and myView/miVision data to identify Tier 2 and tier 3 supports for students.
2/8/21	2/12/21	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
2/8/21	2/12/21	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coaches to implement Coaching Cycles.
2/8/21	2/12/21	Grade Level PLCs will participate in Data Wise Cycle focused on Hallmark 3 through the use of the RACE writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
2/22/21	3/5/21	Teachers will participate in Learning Walks to Learning Lab classrooms with a focus on Hallmark 3 through the use of the RACE writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).

## ELA Goal

3/8/21	4/9/21	Grade Level PLCs will begin strategic work on Hallmark 4 with a focus on Project-Based Learning Units that incorporate rich, academic vocabulary and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
3/8/21	4/9/21	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 4 with a focus on rich, academic vocabulary evidenced in Project-Based Learning lessons and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
4/12/21	4/16/21	Grade Level PLCs and Instructional Coaches will analyze myView/miVision data to identify Tier 2 and tier 3 supports for students.
4/12/21	4/16/21	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
4/12/21	4/16/21	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coaches to implement Coaching Cycles.
4/12/21	4/16/21	Grade Level PLCs will participate in Data Wise Cycle focused on Hallmark 4 with a focus on rich, academic vocabulary evidenced in Project-Based Learning lessons and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
4/19/21	5/27/21	Teachers will participate in Learning Walks to Learning Lab classrooms focused on Hallmark 4 and the use of rich, academic vocabulary in Project-Based Learning lessons and academic discussion protocols for students to share their learning (RIF- Evidence of Learning).

### Addressing COVID-19 Related Challenges – ELA Goal

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

Need	Strategy to Address	When
Need to bridge learning gaps for students	Use benchmark and progress monitoring assessments to determine specific areas of need and utilize the Multi-Tiered Systems of Support (MTSS) model to address them.	September - June

## Math Goal

### Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	92.6	85.8
<b>Black</b>	73.2	44.6
<b>SWD</b>	58.7	14.9

### Root Causes

What <b>theories or hypotheses</b> 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?)
Our school does not provide consistent Math instruction to all students resulting in 51% of students scoring at a level 1 on the NYS Math assessment, and only 9% of African American students scoring at a level 3 or 4.	K-6

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
8/3/20	8/21/20	The ILT will identify roles and responsibilities of team members in support of Math instruction and implementation of the Zearn curricular resource within the Rochester Instructional Framework.
8/3/20	8/21/20	The ILT will identify or develop tools that will be used to support Math instruction including: walkthrough tools, coaching cycle schedule, Learning Walk note catchers, PLC rolling agendas and meeting schedules.
8/3/20	8/21/20	The ILT will build assessment literacy with all assessments and reports in Zearn, NYS Math Modules, and NWEA that support Math instruction.
8/17/20	8/21/20	Summer PD- Teachers will unpack the Rochester Instructional Framework (RIF), Advanced Literacy Hallmarks, and RCSD 2020-2021 Acceleration of Learning Scope and Sequence to begin planning in grade level PLCs (RIF-Plan).
9/8/20	10/2/20	Learning Lab classrooms will be implemented with the support of the Instructional Coach/TOA including a schedule of Learning Walks for Grade Level PLC's.
9/8/20	10/2/20	Grade Level PLCs will begin strategic work on implementing rituals and routines within the RIF, and focusing on Hallmark 1 with the use of graphic organizers and the elements of close reading with math word problems.

Math Goal

9/9/20	10/2/20	The Leadership Team will conduct classroom walkthroughs focused on implementing rituals and routines within the RIF, and focusing on Hallmark 1 with the use of graphic organizers and the elements of close reading with math word problems.
10/5/20	10/9/20	Grade Level PLCs and Instructional Coach will analyze NWEA, Zearn, and NYS Math Module data to identify Tier 2 and tier 3 supports for students.
10/12/20	10/16/20	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
10/12/20	10/16/20	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coach to implement Coaching Cycles.
10/12/20	10/16/20	Grade Level PLCs will participate in Data Wise Cycle focused on rituals and routines within the RIF and Hallmark 1 with the use of graphic organizers and the elements of close reading with math word problems.
10/12/20	11/2/20	Teachers will participate in Learning Walks to Learning Lab classrooms with a focus on rituals and routines within the RIF and Hallmark 1 with the use of graphic organizers and the elements of close reading with math word problems.
11/2/20	11/27/20	Grade Level PLCs will begin strategic work on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.
11/2/20	11/27/20	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 2 including the use of discussion protocols and unpacking learning targets with students that identify how they will use language to communicate understanding.
11/30/20	12/4/20	Grade Level PLCs and Instructional Coach will analyze Zearn and NYS Math Module data to identify Tier 2 and tier 3 supports for students.
12/7/20	12/11/20	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
12/7/20	12/11/20	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coach to implement Coaching Cycles.

## Math Goal

12/7/20	12/11/20	Grade Level PLCs will participate in Data Wise Cycle on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.
12/11/20	12/23/20	Teachers will participate in Learning Walks to Learning Lab classrooms focused on Hallmark 2 with a focus on the use of Discussion Protocols and unpacking Learning Targets (RIF-Review, Preview, and Connect) that identify how students will use language to communicate understanding.

### 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- African American Subgroup	Performance Index - 59.5	Performance Index - 60

### Planning for January to June

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

Start	End	Action
1/4/21	1/29/21	Grade Level PLCs will begin strategic work on Hallmark 3 with a focus on the use of the CUBES writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
1/4/21	1/29/21	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 3 with a focus on the use of the CUBES writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
2/1/21	2/5/21	Grade Level PLCs and Instructional Coach will analyze Zearn and NYS Math Module data to identify Tier 2 and tier 3 supports for students.

## Math Goal

2/8/21	2/12/21	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
2/8/21	2/12/21	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coach to implement Coaching Cycles.
2/8/21	2/12/21	Grade Level PLCs will participate in Data Wise Cycle focused on Hallmark 3 through the use of the CUBES writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
2/22/21	3/5/21	Teachers will participate in Learning Walks to Learning Lab classrooms focused on Hallmark 3 with a focus on the use of the CUBES writing strategy and teacher-designed, student-led centers that are differentiated to meet students' needs (RIF-Work Time).
3/8/21	4/9/21	Grade Level PLCs will begin strategic work on Hallmark 4 with a focus on Project-Based Learning Units that incorporate rich, academic vocabulary and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
3/8/21	4/9/21	The Leadership Team will conduct classroom walkthroughs focused on Hallmark 4 with a focus on using the Frayer Model and Math Word Walls to teach students rich, academic Math vocabulary and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
4/12/21	4/16/21	Grade Level PLCs and Instructional Coach will analyze Zearn and NYS Math Module data to identify Tier 2 and tier 3 supports for students.
4/12/21	4/16/21	The Leadership Team will compile data collected from Focused Walkthroughs and share with Grade Level PLCs.
4/12/21	4/16/21	The Leadership Team will use evidence from Focused Walkthroughs to identify teachers in need of support and work with the Instructional Coach to implement Coaching Cycles.
4/12/21	4/16/21	Grade Level PLCs will participate in Data Wise Cycle focused on Hallmark 4 with a focus on using the Frayer Model and Math Word Walls to teach students rich, academic Math vocabulary and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).

## Math Goal

4/19/21	5/27/21	Teachers will participate in Learning Walks to Learning Lab classrooms focused on Hallmark 4 with a focus on using the Frayer Model and Math Word Walls to teach students rich, academic Math vocabulary and students sharing their learning through academic discussion protocols (RIF- Evidence of Learning).
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### Addressing COVID-19 Related Challenges – Math Goal

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

Need	Strategy to Address	When
Need to bridge learning gaps for students	Use benchmark and progress monitoring assessments to determine specific areas of need and utilize the Multi-Tiered Systems of Support (MTSS) model to address them.	September - June



## Survey Goal

### Social-Emotional

June 2021 Goal	2018-19 School Climate Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Disciplinary Referrals	September to March 13th (school closure), 228 disciplinary referrals with 65% (147) that originated in the classroom.
SWD Disciplinary Referrals	September to March 13th (school closure), a total of 56% (128) of the referrals were students with disabilities.
African American Disciplinary Referrals	September to March 13th (school closure), a total of 80% (182) of the referrals were African American students.
Suspensions	September to March 13th (school closure), a total of 18 students were suspended.

### 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?)
In the 2019-20 school year, from September to March 13th (school closure), we had a total of 228 disciplinary referrals with 65% (147) that originated in the classroom. 56% (128) of the referrals were students with disabilities. 80% (182) of the referrals were African American students.	Yes
While we implemented school-wide social-emotional practices last year such as Respect and Protect, Step Up, Class Dojo, Zones of Regulation, Mediation, Calming Corners, etc., there was inconsistency across all grade levels and classrooms with implementation.	Yes

Survey Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
7/27/20	7/31/20	Update electronic referral forms to identify students in need of social-emotional support and to track Tier 2 and Tier 3 interventions implemented, including outcomes. Google Forms: <ul style="list-style-type: none"> <li>● Social-emotional referral</li> <li>● Disciplinary referral</li> <li>● Social-emotional MTSS Team Referral</li> </ul>
8/3/20	9/8/20	Train staff on the Second Step Social-Emotional Learning curriculum and social-emotional learning competencies K-6.
8/3/20	9/8/20	Train staff to identify and support Tier 1, 2, and 3 social-emotional needs with a focus on educating, building relationships, intervening, and repairing student health and well-being throughout the school year using the MTSS model.
9/9/20	12/23/20	Implement and monitor a school-wide social-emotional support system Tier 1 - All Students K-6 (Educate and Build Relationships) <ul style="list-style-type: none"> <li>● Student Interest Survey               <ul style="list-style-type: none"> <li>○ Analyze and discuss results in grade level PLCs to plan for instruction connected to student interests</li> </ul> </li> <li>● Morning meeting</li> <li>● Second Step Social-Emotional Curriculum               <ul style="list-style-type: none"> <li>○ Teachers meet once a month in grade level PLCs to monitor implementation</li> <li>○ Utilize parent liaison, social worker, guidance counselor, and ISS teacher assistant to model and coach.</li> <li>○ Administer the DESSA assessment to all students and monitor quarterly to determine students' social emotional growth or needs and provide appropriate Tier 2 or Tier 3 supports.</li> </ul> </li> <li>● Identify Respect and Protect Levels for all Students               <ul style="list-style-type: none"> <li>○ Gold, Silver, Blue and Orange</li> </ul> </li> <li>● House System               <ul style="list-style-type: none"> <li>○ Class Dojo Points</li> <li>○ House Cup</li> <li>○ Student Ambassadors</li> <li>○ House Flags</li> <li>○ House Days</li> </ul> </li> <li>● Lion's Den Assembly               <ul style="list-style-type: none"> <li>○ Incentives/Awards (Student achievement- Kings Crew)</li> </ul> </li> </ul>

Survey Goal

		<ul style="list-style-type: none"> <li>certificates)             <ul style="list-style-type: none"> <li>○ Student performances (band, choir, etc.)</li> <li>○ Highlight social-emotional learning competencies</li> </ul> </li> <li>● Calming Corner</li> <li>● Classroom Management Systems and Incentives             <ul style="list-style-type: none"> <li>○ Teachers submit classroom management plan to administration in September</li> </ul> </li> <li>● Leadership Team Walk-throughs with feedback and action steps provided.</li> </ul>
9/9/20	12/23/20	<p>Implement and monitor a school-wide social-emotional support system Tier 2 - Small Groups K-6 (Build Relationships and Intervene)</p> <ul style="list-style-type: none"> <li>● Peace Circles (Circle Forward Resource)</li> <li>● Mediations</li> <li>● Intervention (Teacher’s Resource Guide Fourth Edition)</li> <li>● Respect and Protect Mentoring for Blue and Orange Students</li> <li>● Social-Emotional Referral Form submitted if outside support needed             <ul style="list-style-type: none"> <li>○ Social-Emotional Team will monitor the number of social-emotional referrals submitted, disaggregate the data by demographics, and share the outcomes with staff monthly.</li> </ul> </li> <li>● MTSS Team Referral</li> </ul>
9/9/20	12/23/20	<p>Implement and monitor a school-wide system Tier 3 - Whole Group, Small Group, Pairs, or Individual (Intervene and Repair)</p> <ul style="list-style-type: none"> <li>● Restorative Circles (Circle Forward Resource)</li> <li>● Intervention (Teacher’s Resource Guide Fourth Edition)</li> <li>● Counseling</li> <li>● Disciplinary Referral             <ul style="list-style-type: none"> <li>○ Social-Emotional Team will monitor the number of disciplinary referrals submitted, disaggregate the data by demographics, and share the outcomes with staff monthly.</li> </ul> </li> <li>● MTSS Team Referral</li> </ul>

## Survey Goal

### Mid-Year Benchmark

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

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

Data Source	January 2020 Results	January 2021 Target
All Disciplinary Referrals	147	118 (20% reduction)
SWD Disciplinary Referrals	63	50 (20% reduction)
African American Disciplinary Referrals	111	89 (20% reduction)
Suspensions	12	9 (20% reduction)

### Planning for January to June

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

Start	End	Action
1/4/21	6/24/21	<p>Continue to implement and monitor a school-wide social-emotional support system</p> <p>Tier 1 - All Students K-6 (Educate and Build Relationships)</p> <ul style="list-style-type: none"> <li>● Student Interest Survey                             <ul style="list-style-type: none"> <li>○ Analyze and discuss results in grade level PLCs to plan for instruction connected to student interests</li> </ul> </li> <li>● Morning meeting</li> <li>● Second Step Social-Emotional Curriculum                             <ul style="list-style-type: none"> <li>○ Teachers meet once a month in grade level PLCs to monitor implementation</li> <li>○ Utilize parent liaison, social worker, guidance counselor, and ISS teacher assistant to model and coach.</li> <li>○ Administer the DESSA assessment to all students and monitor quarterly to determine students' social emotional growth or needs and provide appropriate Tier 2 or Tier 3 supports.</li> </ul> </li> <li>● Identify Respect and Protect Levels for all Students</li> </ul>

Survey Goal

		<ul style="list-style-type: none"> <li>○ Gold, Silver, Blue and Orange</li> <li>● House System             <ul style="list-style-type: none"> <li>○ Class Dojo Points</li> <li>○ House Cup</li> <li>○ Student Ambassadors</li> <li>○ House Flags</li> <li>○ House Days</li> </ul> </li> <li>● Lion's Den Assembly             <ul style="list-style-type: none"> <li>○ Incentives/Awards (Student achievement- Kings Crew certificates)</li> <li>○ Student performances (band, choir, etc.)</li> <li>○ Highlight social-emotional learning competencies</li> </ul> </li> <li>● Calming Corner</li> <li>● Classroom Management Systems and Incentives             <ul style="list-style-type: none"> <li>○ Teachers submit classroom management plan to administration in September</li> </ul> </li> <li>● Leadership Team Walk-throughs with feedback and action steps provided.</li> </ul>
1/4/21	6/24/21	<p>Continue to implement and monitor a school-wide social-emotional support system</p> <p>Tier 2 - Small Groups K-6 (Build Relationships and Intervene)</p> <ul style="list-style-type: none"> <li>● Peace Circles (Circle Forward Resource)</li> <li>● Mediations</li> <li>● Intervention (Teacher's Resource Guide Fourth Edition)</li> <li>● Respect and Protect Mentoring for Blue and Orange Students</li> <li>● Social-Emotional Referral Form submitted if outside support needed             <ul style="list-style-type: none"> <li>○ Social-Emotional Team will monitor the number of social-emotional referrals submitted, disaggregate the data by demographics, and share the outcomes with staff monthly.</li> </ul> </li> <li>● MTSS Team Referral</li> </ul>
1/4/21	6/24/21	<p>Continue to implement and monitor a school-wide system</p> <p>Tier 3 - Whole Group, Small Group, Pairs, or Individual (Intervene and Repair)</p> <ul style="list-style-type: none"> <li>● Restorative Circles (Circle Forward Resource)</li> <li>● Intervention (Teacher's Resource Guide Fourth Edition)</li> <li>● Counseling</li> <li>● Disciplinary Referral             <ul style="list-style-type: none"> <li>○ Social-Emotional Team will monitor the number of disciplinary referrals submitted, disaggregate the data by demographics, and share the outcomes with staff monthly.</li> </ul> </li> <li>● MTSS Team Referral</li> </ul>

## Survey Goal

### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Need to bridge social-emotional gaps for students	Utilize Multi-Tiered Systems of Support (MTSS) model to identify student needs and create support plans.	September - June

### Chronic Absenteeism or School-Selected Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Chronic Absenteeism Rate <b>(If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)</b>
All	18.5	21.7
Black	*School should select goals less than 18-19	19.4
SWD	*School should select goals less than 18-19	28.4

### 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?)
In the 2018-2019 School year, students' with chronic absenteeism resulted in unreliable transportation and when students missed the bus, they were unable to get to school and were absent from school.	No
Students who lacked immunizations kept them from attending school and resulted in chronic absenteeism.	No
A review of data showed that the siblings of students who are chronically absent are more likely to have poor attendance.	No

Survey Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/1/20	8/15/20	Update Students and Family Handbook to include current attendance policies and expectations as well as a generic excuse letter for absences.
8/15/20	8/20/20	<p>School leaders will review 2019-20 attendance data to develop four lists:</p> <ul style="list-style-type: none"> <li>• Returning students who were severely chronically (absent 20%) in 2019-20 will be given Tier 3 supports at the start of the school year.</li> <li>• Incoming students who are siblings of those who were Chronically Absent (CA) in 2019-20 will be given Tier 2 supports at the start of the school year.</li> <li>• Returning students who missed between 10 and 19.9 days (chronically absent) in 2019-20 will be given Tier 2 supports at the start of the school year.</li> <li>• Returning scholars who were Severely Chronically Absent (SCA) or CA will be contacted in coordination with the translator services provided at the District level to outreach to families/scholars with a history of CA or SCA and have a home language other than English.</li> </ul>
8/1/20	8/31/20	Create a Transportation Absenteeism Tracker to monitor students with transportation concerns.
8/15/20	12/23/20	<p>School leaders will work toward developing Tier 1, 2 and 3 supports. For Tier 3, the parent liaison will connect directly with families to support any needs that prevent their children from attending school regularly and connect them with community supports where necessary.</p> <p>For Tier 2 support, the attendance team will communicate to the assigned teacher when a student is potentially at-risk for chronic absenteeism. That attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</p> <p>For Tier 1 support, the classroom teachers will make daily outreach to families when a student is absent through the use of SeeSaw, Class Dojo, or Bloomz and follow up with a phone call and if there is no timely response. The Attendance Team will support two-way communication between teachers and staff.</p>
9/8/20	9/8/20	The Attendance team will present expectations and procedures to staff including a review of the attendance section of the Students and Family Handbook, goal setting, record keeping, incentive ideas, and how to enter information in Attend Action.
9/8/20	12/23/20	The Attendance Team will conduct its weekly meetings to:

## Survey Goal

		<ul style="list-style-type: none"> <li>● Run and review attendance reports.</li> <li>● Check to see if any contact has been made for students missing more than 3 days:             <ul style="list-style-type: none"> <li>○ If contact has not been made, teachers will be asked to make contact and the team will note the contact in the minutes.</li> <li>○ If contact has been made, the Attendance team will note it in the minutes.</li> </ul> </li> <li>● Team members will maintain two-way communication with teachers as a support.</li> <li>● Team members will update the resource list and possible agency contacts for teachers.</li> </ul>
9/9/20	12/23/20	<p>The Attendance Team will provide attendance updates to families through a variety of means:</p> <ul style="list-style-type: none"> <li>● Monthly Parent and Family newsletter</li> <li>● PTA Meetings</li> <li>● Displaying the names of perfect/excellent/improved attendance students on a bulletin board or TV monitor near the school's entrance for grades Pre-K-6.</li> <li>● Placing a Perfect/Excellent/Most Improved Attendance Ribbon on classroom doors to symbolize the classroom with the highest perfect/excellent/improved attendance rate each month.</li> </ul>
9/9/20	12/23/20	Providing incentives and recognitions to motivate parents and students to attend school through the use of certificates, gift cards, coupons, etc.
9/9/20	12/23/20	Providing quarterly celebrations for families at school to celebrate and recognize perfect/excellent/improved attendance.
9/9/20	12/23/20	<p>Recognizing and rewarding students at monthly Lions Den assemblies:</p> <ul style="list-style-type: none"> <li>● Awarding House points for the House(s) with the highest Perfect Attendance (15 points), Excellent Attendance (10 points) and Most Improved Attendance (5 points).</li> <li>● Include a "School is Cool" slide in the PowerPoint with the names of these students.</li> </ul>
9/9/20	12/23/20	Update SBPT monthly on monthly school attendance data.
9/9/20	12/23/20	Conduct School Based Attendance Blitzes as needed with Attendance Team members and community partners.
10/1/20	12/23/20	Teachers will share attendance at the Parent Teacher Conference for each student that identifies the number of days absent and number of tardies.
10/1/20	12/23/20	District attendance certificates handed out by Administrative Team to Students with Perfect Attendance and Students with Excellent Attendance.



## Survey 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 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> )	All Students	18.0	18.5

### 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
1/4/21	6/24/21	<p>School leaders will continue working toward developing Tier 1, 2 and 3 supports. For Tier 3, the parent liaison will connect directly with families to support any needs that prevent their children from attending school regularly and connect them with community supports where necessary.</p> <p>For Tier 2 support, the attendance team will communicate to the assigned teacher when a student is potentially at-risk for chronic absenteeism. That attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.</p> <p>For Tier 1 support, the classroom teachers will make daily outreach to families when a student is absent through the use of SeeSaw, Class Dojo, or Bloomz and follow up with a phone call if there is no timely response. The Attendance Team will support two-way communication between teachers and staff.</p>
1/4/21	6/24/21	<p>The Attendance Team will continue to conduct its weekly meetings to:</p> <ul style="list-style-type: none"> <li>● Run and review attendance reports.</li> <li>● Check to see if any contact has been made for students missing more than 3 days:             <ul style="list-style-type: none"> <li>○ If contact has not been made, teachers will be asked</li> </ul> </li> </ul>

## Survey Goal

		<p>to make contact and the team will note the contact in the minutes.</p> <ul style="list-style-type: none"> <li>○ If contact has been made, the Attendance team will note it in the minutes.</li> <li>● Team members will maintain two-way communication with teachers as a support.</li> <li>● Team members will update the resource list and possible agency contacts for teachers.</li> </ul>
1/4/21	6/24/21	<p>The Attendance Team will continue to provide attendance updates to families through a variety of means:</p> <ul style="list-style-type: none"> <li>● Monthly Parent and Family newsletter</li> <li>● PTA Meetings</li> <li>● Displaying the names of perfect/excellent/improved attendance students on a bulletin board or TV monitor near the school's entrance for grades Pre-K-6.</li> <li>● Placing a Perfect/Excellent/Most Improved Attendance Ribbon on classroom doors to symbolize the classroom with the highest perfect/excellent/improved attendance rate each month.</li> </ul>
1/4/21	6/24/21	<p>Continue to provide incentives and recognitions to motivate parents and students to attend school through the use of certificates, gift cards, coupons, etc.</p>
1/4/21	6/24/21	<p>Continue to provide quarterly celebrations for families at school to celebrate and recognize perfect/excellent/improved attendance.</p>
1/4/21	6/24/21	<p>Continue to recognize and reward students at monthly Lions Den assemblies:</p> <ul style="list-style-type: none"> <li>● Awarding House points for the House(s) with the highest Perfect Attendance (15 points), Excellent Attendance (10 points) and Most Improved Attendance (5 points).</li> <li>● Include a "School is Cool" slide in the PowerPoint with the names of these students.</li> </ul>
1/4/21	6/24/21	<p>District attendance certificates handed out by Administrative Team to Students with Perfect Attendance and Students with Excellent Attendance.</p>
1/4/21	6/24/21	<p>Continue to update SBPT monthly on monthly school attendance data.</p>
		<p>Continue to conduct School Based Attendance Blitzes as needed with Attendance Team members and community partners.</p>
1/4/21	6/24/21	<p>Teachers will continue to share attendance at the Parent Teacher Conference for each student that identifies the number of days absent and number of tardies.</p>
1/4/21	6/24/21	<p>District attendance certificates will continue to be handed out by the Administrative Team to Students with Perfect Attendance and Students with Excellent Attendance.</p>

## Survey Goal

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some students may feel anxious about returning to school	Social workers and Parent Liaison will contact each family by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social worker will work with the family to develop an individualized support plan for that student.	August - June

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Parents	My child's teachers make themselves available to me.	7% of parents disagreed with this statement.	14% of parents disagreed with this statement.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
COVID-19 school closure caused there to be breakdowns in communications between teachers and families due to lack of technology and opportunity to communicate while parents were working.
Parents are working and teachers are adjusting to new changes.
Lack of consistent communication between parents and teachers throughout the school.

## Survey Goal

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/8/20	12/23/20	School leaders and staff will co create and implement a system for communicating with families about students' goals, performance, progress, school-wide events and resources throughout the year.
9/8/20	12/23/20	The school will create and implement a brief survey quarterly for parents to provide feedback to the school about how their child's teacher makes himself/herself available to them.
10/2/20	12/23/20	School leaders and the Parents Liaison will review data quarterly to determine teachers that need to improve their communication with parents and provide support.
10/2/20	12/23/20	School leaders will share quarterly survey data at staff meetings to celebrate progress and identify next steps to meet or exceed the targeted goal of how parents feel their child's teacher makes himself/herself available to them.

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Survey	Less than 5% of families will disagree with the statement, "My child's teachers make themselves available to me."

## Survey Goal

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/21	6/24/21	School leaders and the Parents Liaison will continue to review data quarterly to determine next steps that will help teachers improve their communication with parents.
1/4/21	6/24/21	School leaders will monitor teacher communications to parents monthly to provide feedback and/or support where needed.
1/4/21	6/24/21	School leaders and the Parents Liaison will continue to review data quarterly to determine teachers that need to improve their communication with parents and provide support.
1/4/21	6/24/21	School leaders will share quarterly survey data at staff meetings to celebrate progress and identify next steps to meet or exceed the targeted goal of how parents feel their child's teacher makes himself/herself available to them.

### 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
Need parents to feel as though their child's teacher makes themselves available to them to bridge the relationship between the school and parents again.	Surveying parents to monitor their satisfaction with teacher outreach and response.	Monthly

## Submission Assurances

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

1.  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.  As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3.  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

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

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

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

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