2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Adlai E Stevenson #29	Joseph Baldino	pk3-8

2018-19 Accountability Data

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	2	1	1	1	1

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
Black (PTSI)	1	2	1		1	1
White (PTSI)	1		1			1

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
Example: 3/6/20	*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

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
Joseph Baldino	Principal									Joseph Baldino
Thomas Anderson	AP									tom anderson
Leslie Bell	crt									Leslie Bell
Amanda Burke	crt									Amanda Burke
Susan Collatz-Krug	Intervention and Prevention Coach									Susan Collatz-Krug
Char Cleveland	Parent Liasion									Char Cleveland
Jennifer Kryder	CT/RR Teacher									Jennifer Kryder
Carin Mulawka	Specials Teacher									Carin Mulawka
Kristen Reed	Special Education Teacher									
Catherine Wells	crt									Catherine Wells

Evidence-Based Intervention

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

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

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

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

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

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

x **State-Supported Evidence Based Strategy**

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

Strategy Identified	Instructional coaching
SCEP Goal(s) this strategy will support	ela math elp

☐ **Clearinghouse-Identified**

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

Strategy Identified		
SCEP Goal(s) this strategy will support		
Clearinghouse used and corresponding rating		
☐	What Works Clearinghouse	
	☐	Rating: Meets WWC Standards Without Reservations
	☐	Rating: Meets WWC Standards With Reservations
☐	**Social Programs That Work**	
	☐	Rating: Top Tier
	☐	Rating: Near Top Tier
☐	**Blueprints for Healthy Youth Development**	
	☐	Rating: Model Plus
	☐	Rating: Model
	☐	Rating: Promising

☐ **School-Identified**

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

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	65.1	43.6
Black	61.5	38.5
White	na	47.1

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?)
Lack of consistent reading instruction across grade levels	whole school
Lack of school wide protocols for ELA	whole school
Priority Standards not identified and focused on	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**
8/24/2020	8/28/2020	Webinar for teachers on the implementation of the new ELA curriculum. and introduce the 4 Hallmarks and instructional strategies aligned to the Next Gen Standards. K-5 will use the new curriculum and the online resources. 6th grade will follow the same procedures for their ELA curriculum.
8/1/2020	1/30/2021	Teachers will meet weekly as intermediate and primary teams to identify and discuss key strategies and priority standards to focus on while implementing the new ELA curriculum. The theme of each meeting will correspond to the Hallmark that is focused on during the corresponding learning cycle. Priority standards will be used in lesson planning and posted in the classroom and in hallway displays.
9/20	9/20	Schedule for ELA Learning Lab created. Protocols for the lab created and discussed during grade level meetings.
9/20	9/20	Grade level work sessions to focus on requirements of the instructional framework focusing on qualities of readers and writers workshop.
9/1/20	9/30/20	ILT and SBPT will identify school wide protocols for ELA instruction.
9/20	9/20	The instructional coach and the principal will clearly explain expectations for school wide protocols for ELA during weekly grade level meetings.
9/20	1/31/21	The principal and instructional coach will attend intermediate and primary team meetings to provide additional training and support to teachers with the use and focus of priority standards throughout the school year.

9/20	1/30/21	The principal and assistant principal will conduct informal walkthroughs together to norm expectations and provide timely feedback to teachers on progress towards the 4 Hallmarks. They will also collect data on teachers making connections to prior learning and provide teachers with feedback following the walkthroughs, including actionable next steps for improvement in ELA.
9/20	10/20	During this months improvement cycle, teachers will focus on Hallmark #1: All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to NYSLS.
9/20	10/20	Teachers will walk through the Learning Lab where modeling of best practices in ELA will occur.
9/20	10/20	During this months improvement cycle, teachers will focus on Hallmark #1: All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to NYSLS.
9/20	10/20	Teachers will ask, discuss and write in response to text dependent questions- questions about key ideas and details, craft and structure and integration of knowledge and ideas during daily lessons.
9/20	10/20	Administration will do walkthroughs monitoring and giving feedback on strategies utilized for Hallmark #1 as well as use of school wide protocols established for ELA.
9/20	10/20	Administration will do weekly walkthroughs monitoring and giving feedback on Priority Standards and use of appropriate Learning Targets.
10/20	11/20	Monthly School #29 focus on Hallmark #2: Rich discussion: talk/discuss to build both conversational and academic language and knowledge.
10/20	11/20	Teachers will walk through the Learning Lab where modeling of best practices in ELA will occur.
10/20	11/20	In addition to a daily learning target for content and process, teachers will include a daily learning target for language that sets a goal for how students will use language to communicate understanding, including academic vocabulary (words) and academic language (syntax- sentence structure)
10/1/20	11/20	Teachers will use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion) I.e. Socratic seminars, turn and talk, think-pair-share, reciprocal teaching, etc.
10/20	11/20	Administration will do weekly walkthroughs giving feedback on Priority Standards and use of appropriate Learning Targets.
10/20	11/20	Administration will do walkthroughs monitoring and giving feedback on strategies utilized for Hallmark #2 as well as use of school wide protocols established for ELA.
12/1/20	1/31/21	Monthly School #29 focus on Hallmark #3: Writing to build language and knowledge.
12/20	11/21	Teachers will walk through the Learning Lab where modeling of best practices in ELA will occur.
12/1/20	1/31/21	Teachers will implement routines for student journals or simple daily writing tasks for writing to learn (writing to explain what is being learned,

		writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)
12/1/20	1/31/21	Teachers will provide opportunities for students to make choices when they write (i.e., where they write, whether they work alone or with a partner, which mentor text from which to borrow a strategy, which approach to crafting a claim they want to use)
12/1/20	1/31/21	Teachers will use writing conferences to support the writing process (using feedback to make revisions and edit writing)
12/20	1/21	Administration will do weekly walkthroughs monitoring and giving feedback on Priority Standards and use of appropriate Learning Targets.
12/20	1/21	Administration will do walkthroughs monitoring and giving feedback on strategies utilized for Hallmark #2 as well as use of school wide protocols established for ELA.

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		

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
2/21	2/21	Principal, Instructional coach and teachers to review student NWEA data to plan for second semester instruction.
2/21	2/21	Tier 2 and Tier 3 interventions for specific students identified and implemented.
2/21	2/21	Monthly School #29 focus on Hallmark #4: Academic Vocabulary and Language

2/21	2/21	Teachers will walk through the Learning Lab where modeling of best practices in ELA will occur.
2/21	2/21	Teachers will utilize a Word Wall (with words that are explained, include visuals, synonyms, antonyms, etc) for academic vocabulary and academic language, and prompt students to reference word wall resources when writing and discussing
2/21	2/21	Teachers will use a variety of vocabulary building strategies to strengthen conceptual knowledge, i.e. word/picture sorts, vocabulary drawings/cartoons, word splash, Frayer Model, etc.
2/21	2/21	Teachers will use sentence/language frames that embed academic language (vocabulary and syntax) to support writing and speaking
3/21	5/21	Data team to review student data to provide targeted intervention to prepare for ELA exam.
2/21	5/21	Administration will do walkthroughs monitoring and giving feedback on strategies utilized for Hallmark #2 as well as use of school wide protocols established for ELA.
2/21	5/21	Administration will do weekly walkthroughs monitoring and giving feedback on Priority Standards and use of appropriate Learning Targets.

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**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Recoup learning loss from the Covid 19 closure and the summer	Online learning continues over the summer for grades 5-6 and as chromebooks become available they are deployed to the younger students. We will continue online learning at home as homework	June-June
Improve Literacy skills	Once on site activities are allowed have a literacy camp at the school	August

Math Goal

Subgroup *(CSI schools use "All Students")*	June 2021 Goal	2018-19 Math Academic Achievement Index
All	63	47.1
Black	60.5	42.1
White	na	37.5

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?)
Lack of school wide protocols for Math	no
Priority Math Standards not identified	no
Lack of Academic vocabulary and language	no

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
8/20	12/20	**Continuous focus on strengthening Tier 1 Math instruction throughout the school year through weekly grade level meetings including teachers, instructions coach, data coach and administrators.**
9/20	9/20	**ILT and SBPT will identify school wide protocols for Math instruction.**
9/20	9/20	**During grade level meetings, the instructional coach and the principal will clearly explain expectations for school wide protocols for Math.**
9/20	10/20	**Principal, Instructional coach and teachers will review the 4 Hallmarks the school will focus on throughout the year. Principal, Instructional coach and teachers will review/unpack Priority Math Standards identified in RCSD 20-21 Acceleration for Learning pacing document for each unit. Pacing charts will be reviewed.**
9/20	12/20	**Priority standards will be used in lesson planning and posted in the classroom and in hallway displays.**
9/20	10/20	**During PLC -grade level meetings teachers, instructional coach and administration will review state approved scaffolds for supporting ELL and SPED students and ensure all teachers are aware and implementing.**
9/20	10/20	**Monthly School #29 focus on Hallmark #1: All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to NYSLS. We will focus on the RDW strategy.**
9/20	10/20	**Monthly Learning Lab session where instructional coach will model/review best practices and math pacing.**

9/20	10/20	**Teachers will introduce RDW template during classroom instruction. Instructional coach will observe classroom implementation of models and provide feedback/suggestions during monthly Learning Lab session.**
9/20	10/20	**Leadership walk using guided walkthrough to monitor and provide feedback on Hallmark #1 and targeted practices.**
9/20	10/20	**Leadership walkthrough monitoring and providing feedback on use of priority standards and effective learning targets.**
9/20	10/20	**Leadership walkthrough monitoring and providing feedback on school wide protocols for Math.**
9/20	10/20	**Monthly intervention meeting to review student data and identify students with Tier 2 and 3 needs. Students will take Common Formative Assessments and grade level teams will review student answers to identify weaknesses and targeted areas for remediation and further focus.**
10/20	11/20	**Monthly School #29 focus on Hallmark #2: Rich discussion: talk/discuss to build both conversational and academic language and knowledge.**
10/20	11/20	**In addition to a daily learning target for content and process, teachers will include a daily learning target for language that sets a goal for how students will use language to communicate understanding, including academic vocabulary (words) and academic language (syntax- sentence structure)**
10/20	11/20	**Leadership walk using guided walkthrough to monitor and provide feedback on Hallmark #2 and targeted practices.**
10/20	11/20	**Leadership walkthrough monitoring and providing feedback on use of priority standards and effective learning targets.**
10/20	11/20	**Leadership walkthrough monitoring and providing feedback on school wide protocols for Math.**
10/20	11/20	**Monthly Learning Lab sessions where instructional coach will model/review best practices and math pacing.**
10/20	11/20	**Monthly intervention meeting to review student data and identify students with Tier 2 and 3 needs. Students will take Common Formative Assessments and grade level teams will review student answers to identify weaknesses and targeted areas for remediation and further focus.**
12/20	1/21	**Schoolwide focus on Hallmark #3: Frequent writing: write to build language and knowledge.**
12/20	1/21	**Classroom teachers will model the use of academic language on constructive response questions using partially worked out examples and models.**
12/20	1/21	**Monthly Learning Lab session where instructional coach will model/review best practices and math pacing.**
12/20	1/21	**Leadership walk using guided walkthrough to monitor and provide feedback on Hallmark #3 and targeted practices.**
12/20	1/21	**Leadership walkthrough monitoring and providing feedback on use of priority standards and effective learning targets.**

12/20	1/21	**Leadership walkthrough monitoring and providing feedback on school wide protocols for Math.**
12/20	1/21	**Monthly intervention meeting to review student data and identify students with Tier 2 and 3 needs. Students will take Common Formative Assessments and grade level teams will review student answers to identify weaknesses and targeted areas for remediation and further focus.**

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		

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**
1/21	5/21	Review NWEA Data and identify students making progress and those still in need of intervention-adjust student groupings for intervention. Review data to provide targeted intervention for NYS Math Exam. Implement tier 2 and 3 supports as needed
1/21	4/21	Practice taking NYS Exams to become familiar with questions/format.
1/21	6/21	Tier 1 and 2 students in Intermediate grades can transition to RDW checklist.
2/21	3/21	Monthly School Wide focus on Hallmark #4: Identify high-utility vocabulary words and academic structures to build breadth and depth of knowledge during grade level meetings.
2/21	3/21	**Teachers will introduce Frayer model during classroom instruction. Instructional coach will observe classroom implementation of model and provide feedback/suggestions during monthly Learning Lab session.**

2/21	3/21	Monthly Learning Lab session where instructional coach will model/review best practices and math pacing.
2/21	3/21	Leadership walk using guided walkthrough to monitor and provide feedback on Hallmark #4 and targeted practices.
2/21	3/21	Leadership walkthrough monitoring and providing feedback on use of priority standards and effective learning targets.
2/21	3/21	Leadership walkthrough monitoring and providing feedback on school wide protocols for Math.
2/21	3/21	Monthly intervention meeting to review student data and identify students with Tier 2 and 3 needs. Students will take Common Formative Assessments and grade level teams will review student answers to identify weaknesses and targeted areas for remediation and further focus.

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**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Student access and participation to on line classroom limited	assuming we have access to school Fall 2020 parents bring on line devices to school and log into teacher identified learning platform to assure all can access and use.	August/Sept 2020
Teacher training to create on line learning platforms	Teachers may need additional IT support from district. They can take district offered on line trainings on platforms supported by district if available. Identify school based IT knowledgeable staff .	August-December 2020
Assess student baseline knowledge	Convene vertical teams to ensure last year's missed content is covered in Fall	August/September 2020
Summer Learning to recover some of the learning loss	Students in Grades 5 and 6 will continue to work in google classrooms and other platforms using their chromebooks. For grades 1 through 4 the Principal will work with teacher volunteers over the summer to provide work for students	June-August 2020

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)
.50	.39

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 consistent reading instruction vertically and horizontally	
Lack coordination by ELL and classroom teacher in lesson planning	
Scaffolds/differentiation for ELL/MLL not utilized by classroom teachers	

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**
8/20	12/20	**All teachers trained on my view reading program-ongoing support and PD throughout the semester through instructional coaching during Monthly PLC meetings.**
8/20	12/20	**ENL teachers will share proven strategies that work with ELLs at a staff meeting including a description of proficiency levels.**
9/20	12/20	**Teachers collaborate daily, purposefully and consistently to design and deliver instruction that is culturally and linguistically appropriate for all learners.**
9/20	12/20	**ENL teachers attend grade level meetings with classroom instructors to collaborate purposefully and consistently on both long and short range lesson planning on monthly basis.**
9/20	10/20	**ENL and classroom teacher collaborate purposefully and consistently to focus on Hallmark #1 to Identify appropriate leveled texts that support the NextGen standards and to implement ENL strategies in daily lessons.**
9/20	10/20	**All teachers provide integrated language and content instruction to support language development through language-focused scaffolds identified in ENgage NY and implement ENL strategies in daily lessons.**
9/20	10/20	**ENL teachers participate in Monthly Learning Lab sessions with gen ed teachers to collaborate and model best practices for reading and writing instruction including scaffolds for ELL students.**

9/20	10/20	Administration to do guided walkthrough monitoring and providing feedback on implementation in core classes of Hallmark #1 with scaffolds for ELL students.
10/20	11/20	All teachers collaborate purposefully and consistently to implement strategies from Hallmark #2: talk/discuss to build both conversational and academic language and knowledge and implementENL strategies in daily lessons.
10/20	11/20	All teachers provide integrated language and content instruction to support language development through language-focused scaffolds identified in ENgage NY and implement strategies in daily lessons.
10/20	11/20	ENL teachers participate in Monthly Learning Lab sessions with gen ed teachers to collaborate and model best practices for reading/writing instruction including scaffolds for ELL students.
10/20	11/20	Administration to do guided walkthrough monitoring and providing feedback on implementation in core classes of Hallmark #1 with scaffolds for ELL students.
12/20	1/21	Implement Hallmark #3: writing to build language and knowledge into classroom lessons
12/20	1/21	All teachers provide integrated language and content instruction to support language development through language-focused scaffolds identified in ENgage NY and implement strategies in daily lessons.
12/20	1/21	ENL teachers participate in Monthly Learning Lab sessions with gen ed teachers to collaborate and model best practices for reading instruction including scaffolds for ELL students.
9/20	12/20	Administration to do guided walkthrough monitoring and providing feedback on implementation in core classes of Hallmark #3 with scaffolds for ELL students.

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
NWEA		
NYSESLAT(April/May)		

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
1/21	1/21	**Meet to Review NWEA data and individual student progress to assess need for further scaffolding for individual students**
1/21	5/21	**Identify tier 2 and 3 supports for individual ELL students in preparation for NYS tests in ELA and Math**
1/21	2/21	**ENL teachers collaborate purposefully and consistently with classroom teachers on Hallmark #4- identifying high utility vocabulary and academic language structures to build breadth and depth of knowledge for ELL students and implementing ENL strategies in daily lessons.**
1/21	5/21	**All teachers provide integrated language and content instruction to support language development through language-focused scaffolds identified in ENgage NY and implement ENL strategies in daily lessons.**
1/21	5/21	**ENL teachers participate in Monthly Learning Lab sessions with gen ed teachers to collaborate and model best practices for reading instruction including scaffolds for ELL students.**
1/21	5/21	**Administration to do guided walkthrough monitoring and providing feedback on implementation in core classes of Hallmark #4 with scaffolds for ELL students.**

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
Connecting with students online when their household doesn't have wifi	distribution of mynet and other devices.	June

Communicating with parents who don't speak English		

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	32	49.8
Black	29	48.1
White	na	51.2

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?)
We do not have a system to create, implement and evaluate the effectiveness of individual student attendance plans.	no
We do not have a system to regularly communicate with parents about their child's attendance.	no
We don't do enough to instill and celebrate the importance of attendance	no

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/3/2020	8/14/2020	School leaders will review 2019-20 attendance data to develop three lists: 1) returning students who were chronically absent in 2019-20. These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days in 2019-20. These students will be given Tier 2 supports in the first half of the year.
8/17/2020	8/28/2020	School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and 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.
8/3/2020	9/4/2020	School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee.

		Attendance committee will schedule monthly perfect attendance celebrations throughout the school year.
9/8/2020	9/8/2020	School leaders will clearly communicate the expectation that teachers will call the home of students who are not in attendance each day.
9/8/2020	9/11/2020	School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create posters to display throughout the school emphasizing the importance of regular school attendance.
9/8/2020	9/30/2020	Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
10/5/2020	10/5/2020	The attendance committee will conduct its monthly meeting and cover four set topics: 1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.
10/1/2020	10/31/2020	Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
11/2/2020	11/2/2020	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for September and October and identify students who have missed four or five days of school. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify

		any barriers. 2) Review the success of the October individualized attendance plans developed at the last meeting for those that had missed three or four days in September. Determine if supports should continue, increase, or decrease for November. 3) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.
11/2/2020	11/30/2020	Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
11/16/20	11/20/20	Staff will develop an informational sheet to be shared at Parent Teacher Conference for each student that identifies: 1) Number of days absent in the first quarter for the child 2) Average number of days absent for the class.
11/30/20	12/4/20	The attendance committee will conduct its monthly meeting and cover seven set topics: 1) Review attendance data for September, October, and November, and identify students who have missed six or seven days of school. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the October and November attendance data to identify any student that missed four in those two months that did not appear in the lists of those that have missed six or more. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 3) Review the attendance of all students that enrolled in October and November to determine if any are showing signs of problematic attendance. Assign supports as needed.

		4) Review the success of the November individualized attendance plans developed at the last meeting for those that had missed five or more days in September to October. Determine if supports should continue, increase, or decrease for December. 5) Identify any student that has missed eight or more days thus far. Develop an individualized attendance plan for December for that student. 6) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 7) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 6 days of school to determine if additional support is needed.
12/1/20	12/22/2020	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Staff will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.
1/4/20	1/8/20	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for the year to date and identify any child that has missed more than 15% of the days they have been enrolled. Members of the attendance committee will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the December individualized attendance plans developed at the last meeting for those that had missed eight or more days. Determine if supports should continue, increase, or decrease for January 3) Identify any student that has missed ten or more days thus far. Develop an individualized attendance plan for January for that student. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 8 days of school to determine if additional support is needed.

Mid-Year Benchmark

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

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (*replace with alternate data source if not using a CA goal*)			

Planning for January to June

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

Start	End	Action
1/11/21	1/15/21	Office staff will generate a one page information sheet for each student that identifies in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.
1/4/21	1/29/21	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Teachers will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular

		school attendance in the monthly parent newsletter.
1/25/21	1/29/21	The attendance committee will meet to discuss the following: 1) Analyze the impact of schoolwide attendance strategies thus far and identify if other strategies should be considered 2) Determine if additional items should be considered for future attendance team meeting
2/1/21	6/5/21	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
2/1/21	6/25/21	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
3/22/21	3/26/21	Office staff will generate a one page information sheet for each student that identifies in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.
5/24/21	5/28/21	The attendance committee will work with staff to identify a series of strategies to encourage and promote attendance in June.
6/9/21	6/11/21	The attendance committee will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining two weeks of school.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Students may feel less connected to the school.	Welcome back celebrations and Spirit week to begin school year	9/8/20-9/15/20
Some students may feel anxious about returning to school	Teachers 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	8/20/20

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)*
Staff	Physical conflicts among students occur often in the school	Over 63% of the staff agreed and 21% of them strongly agreed that conflicts among students occur often at the school. Our suspensions have risen over the past year and over 80% of the ones that we do have are for fighting and physical aggression.	From 2019

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Students have inadequately developed problem solving skills including being encouraged to hit anyone who touches them.
Restorative practices are talked about but they have not been implemented with any Fidelity
Students have unmet social and emotional needs that cause them to react violently to situations
Lack of a strong classroom community atmosphere.

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**
August 20	August 20	3 Days School Wide Staff Pd during August provided by District Restorative Team on the Restorative Framework to strengthen our schools social/emotional support systems and to help prevent and resolve negative peer interactions.
August	August	Admin will revise the role of the Help Zone and the ISS Teacher Assistant so it is more proactive at improving student behavior and school culture versus being reactive and responding to student misbehavior.
August	August	Create and share Google Doc that records student contacts, interventions and outcomes to Improve communication between Help Zone, ISS room, Teachers and Administration.
September	September	Establish a Restorative Team that meets third Thursday of the month to continue to build our restorative practices through staff PD. Include students when possible.

September	January	Daily Homebase Community Building circles established in every classroom utilizing restorative principles and based on monthly school themes to build classroom community. Introduce a different type of circle each month.
September	September	Monthly School wide theme: "School #29 - One Family"
September	September	Establish classroom norms/ expectations that are agreed upon by all and posted in the room.
September	September	Classroom community will establish an agreement on what are the purpose of Restorative Circles and guidelines on how to participate in Restorative Circles.
September	September	Classroom focus on Basic circle during homeroom
September	September	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
September	September	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
October	October	Monthly School wide theme: "Relationship Building".
October	October	Classroom focus on Popcorn Circles during homeroom to help build classroom community.
October	October	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
October	October	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
November	November	Monthly School wide focus on the theme "Respect"
November	November	Classroom focus on FishBowl Circles during homeroom to help build classroom community.
November	November	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
November	November	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
December	December	Monthly School wide focus on theme "Doing for Others"
December	December	Classroom focus on Spiral Circles during homeroom to help build classroom community.
December	December	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
December	December	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.

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
Suspension and Behavior Referrals	Decrease Suspensions and Behavior referrals for violent acts by 50%

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
January	June	Continue to build our restorative practices through staff PD and imbedded time in the schedule with the Homebase Community Building circles and make adjustments as necessary
January	June	Use data and MTSS meetings to identify students in need of additional Social and Emotional supports. For students who still have unmet social and emotional needs explore the possibility of a CSE Referral.
January	January	Classroom focus on Feedback Circles during homeroom to help build classroom community.
January	June	Weekly meetings for the leadership and social emotional support team to look at Help Zone and behavior referrals, and punitive discipline data to assess the needs of individuals and groups of students. School wide adjustments in practice will be implemented during this time.
January	June	Use of Restorative Framework with social/emotional support system information to resolve issues that occur in the classroom. For staff that need more help in this area PD will be provided.
January	June	Revision of the Help Zone and role of the ISS Teacher Assistant so it is more proactive at improving student behavior and the school culture versus being reactive and responding to student misbehavior
January	January	January School Wide theme: "Forgiveness"
February	February	February School Wide theme: "Caring for Others/Compassion"
February	February	Classroom focus on Wheelhouse Circles during homeroom to help build classroom community.
February	February	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
February	February	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
March	March	March School wide theme: "Trust"
March	March	Classroom focus on Small Group/ Student lead Circles during homeroomto help build classroom community.

March	March	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
March	March	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
April	April	April School Wide theme: "Compromise"
April	April	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
April	April	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.
May	May	May School wide theme: "Making Amends"
May	May	Weekly Social Emotional team meeting to review behavioral data to identify students in need of additional Social and Emotional supports. Implement interventions during MTSS time.
May	May	The Restorative Team meets third Thursday of the month to continue to build our restorative practices through staff PD.

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
Readjusting students to being in social settings with social distancing rules applying among many other things	School wide protocols will be followed that mirror the guidelines of the District for having students and staff safely interact.	August

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 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).