



# 2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Nathaniel Rochester Middle School #3	Deborah Washington	7-8

## 2018-19 Accountability Data

**CSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below.

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

**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
Black	1	2	1		1	1
Hispanic (PTSI)	1	2	1		1	2
SWD (PTSI)	1	2	1		1	2

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

### Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
4/24/20	x	x			
4/27/20	x	x			
5/1/20	x	x			
5/8/20		x			
5/11/20			x	x	
5/15/20			x	x	
5/18/20			x	x	
5/22/20				x	
5/29/20				x	
6/1/20				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	There is representation of teachers responsible for teaching each identified subgroup on the School-Based Planning Team and the SCEP Team. Instructional coaches, Support staff and Physical Education teachers are also included in the planning, data analysis and writing to ensure that the planning included data, goals, curriculum, instruction and action steps aligned to all identified subgroups.
Parents with children from each identified subgroup	Parents are committed to supporting the staff of NRMS in improving parent participation at school events, increasing attendance, and improving the school culture.
Secondary Schools: Students from each identified subgroup	Students from each subgroup provided input via the school survey. Students shared information regarding school resources available to students and what makes our school safe.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		4/24	4/27	5/1	5/8	5/11	5/15	5/18	5/22	5/29	6/1	
D. Washington	Principal											
E. Buss	AP											
J. Markman	AP											
K. Brown	Teacher											
J. Skiba	Teacher											
K. Neu	Teacher											
C. Eldridge	SSO											
R. Harrison	CFY -Com.. Partner											
L. Munawar	Teacher											
M. Lewis	Parent											
A. Williams	Parent											
M. Bruton	Social Worker											
E. Johnson	CSC											
K. Briggs	Dir. of Com. Schools											
H. Sommer	Intervention Teacher											

## 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>Establish an Early Warning Intervention and Monitoring System (EWIMS)</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA, Math, ELP, Attendance, Social-Emotional

### 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

## Evidence-based Intervention

	<input type="checkbox"/>	Rating: Promising
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**School-Identified**

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	55.9	50
Black	56	51.5
Hispanic	53.1	40.9
SWD	36.5	9.6

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?)
Based on the DTSDE review, classroom walkthroughs and observations, it is determined that there is a need to create multi-tiered levels of support, to ensure consistency with ELA curriculum, implementation of best-practices, research-based strategies and data driven decisions. In addition, instruction needs to reflect the individual needs of the students whether in whole group or small groups. The workshop model should be visible during tier 1 instruction.	No, this is specific to all students.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)				
Start	End	Instructional Goal	NYS Evidence Based Strategy	Action-Instructional Strategies
July	August	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction	During July and August, staff will familiarize themselves with District ELA curriculum, Next Gen Standards, Priority Standards and Hallmark Strategies.
July	Jan	(Hallmark 1) All students engage in appropriate text and tasks to build	Professional Learning Communities (Grade level teams, departments)	Staff will participate in professional development around identifying



ELA Goal

		and access big ideas and rich content aligned to grade level New York State learning standards	Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	classroom materials and structures to support priorities (e.g workshop model, mini-lesson, anchor charts, rules and tools, engagement strategies, learning target, pre/post assessments, differentiation)
Sept	Jan	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s cerated pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Learning Walks: Leadership team and teachers will reflect on practices and student learning from one another. Utilize walk-through tools (5Ts) and provide on-going feedback
Sept	Jan	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge.All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will implement Tier one workshop model and differentiated small groups to engage students in rich discussion that align to Next Gen standards and hallmark strategies
Sept	Jan	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge.All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed. -Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	Leadership team and Teachers will monitor student progress using data (NWEA, NYS scores, student work, NYS writing rubrics and CFA’s, academic portfolios) to drive instruction and to scaffold student learning to Next Gen Standards.

## ELA Goal

		expected outcomes for the unit of study.		
Sept	Jan	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed. -Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	Teachers will facilitate individual student conferencing to assist students with setting goals (Using NWEA data, common assessments and NYS data)
Sept	Jan	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Leadership team and teachers will provide research-based online access to support student learning (Google Suite, Screencastify, Zoom/Google Meet/Microsoft Teams, Schoology, News ELA, Readworks and MyOn)
Sept	Jan	(Hallmark 3): Frequent Writing: Write to build language and knowledge.  All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will analyze ELA curriculum, priorities and writing exemplars (NYS Guide Papers and DBQs) during grade levels to determine next steps based on student needs (interventions, reteaching, extensions) Teachers will establish time and routines to support independent reading and writing of self-selected texts and prompts, in school and/or at home 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)

### 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- 6th Grade	7% met proficiency	20% to meet proficiency
NWEA- 7th Grade	2% met proficiency	10% to meet proficiency

ELA 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 the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>				
Start	End	Instructional Goal	NYS Evidence Based Strategy	Action-Instructional Strategies
Jan	June	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Leadership team and teachers will continue to examine instructional practices (workshop model and differentiated instruction) to improve student learning outcomes and make necessary adjustments as needed (adjust groupings, reteach skills).
Jan	June	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Based on Learning walk and walkthrough data, staff will continue to participate in professional development around identifying classroom materials and structures to support priorities (e.g workshop model, mini-lesson, anchor charts, rules and tools, engagement strategies, learning target, pre/post assessments, differentiation)
Jan	June	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s cerated pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out	Leadership team will continue to monitor teacher instructional practices utilizing walk-through tools (5Ts) and providing on-going feedback

ELA Goal

			instructional solutions, Assess the impact of these solutions	
Jan	June	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed. -Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	Leadership team and Teachers will continue to monitor student progress using data (NWEA, NYS scores, student work, NYS writing rubrics and CFA's, academic portfolios) to drive instruction and to scaffold student learning to Next Gen Standards.
Jan	June	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed. -Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	Teachers will continue to facilitate individual student conferencing to assist students with setting goals (Using NWEA data, common assessments and NYS data)
Jan	June	(Hallmark 3): Frequent Writing: Write to build language and knowledge.  All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will continue analyze ELA curriculum, priorities and writing exemplars (NYS Guide Papers and DBQs) during grade levels to determine next steps based on student needs (interventions, reteaching, extensions) Teachers will establish time and routines to support independent reading and writing of self-selected texts and prompts, in school and/or at home  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)

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
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ELA Goal

Curriculum	Instructional teams adjust pacing ensuring missed content is covered	August
Access to materials	Teams review instructional materials needed to ensure access and obtain materials	August
Access to technology and internet	Teams assess students' need for technology and or internet assist to accommodate	August/Sept.
Structure and normalcy	Teams create schedules, rituals and routines to put in place	August/Sept.
Assess gaps in learning	<i>pre-assess students regarding key concepts prior to teaching new content/material</i>	<i>September-June</i>
Determine key skills students need to access content and master standards	<i>consider priority standards, curriculum mapping, pacing</i>	<i>August</i>
Recalling previously taught concepts, while moving forward with new content	<i>Spiral review: continuously reviewing key content, and circling back to foundational skills while teaching new material</i>	<i>September-June</i>
Teachers having a complete understanding of the Next Gen Framework	<i>Continuous professional development on next gen standards</i>	<i>August-June</i>
Ensure online resources are established in advance (Google classroom, online resources, virtual classrooms)	<i>Create guidance document on Google Classroom as well as a schedule for students, provide student passwords, provide PD to teachers on technology and resources</i>	<i>August-September</i>

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	54.9	36
Black	52.1	33.9
Hispanic	55.8	48.4
SWD	32.1	12.2

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?)
Based on DTSDE review, classroom walkthroughs and observations, lack of best practices in Tier 1 math instruction has inhibited students' ability to master content standards necessary for proficiency. In order to create vertical alignment and improve academic achievement, support is needed in the area of Tier 1 math instruction for teachers, which includes multiple instructional strategies, higher-order questions, engaging activities, differentiation, problem solving strategies, rigorous tasks and knowledge of the NGS. The workshop model should be visible during tier 1 instruction.	No, this is specific to all students.

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	Instructional Goal	NYS Evidence Based Strategy	Action-Instructional Strategies
August	January	All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards.	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out	During July and August, staff will familiarize themselves with District Math curriculum, Next Gen Standards and Priority Standards

Math Goal

			<p>district's cerated pacings and guidance documents</p> <p>Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p>	
August	January	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	<p>Professional Learning Communities (Grade level teams, departments)</p> <p>Discuss issues around student learning</p> <p>Collect and analyze data, try out instructional solutions, Assess the impact of these solutions</p>	Staff will participate in professional development around identifying priorities and creating classroom materials and structures (e.g workshop model, mini-lesson, anchor charts, rules and tools, engagement strategies, learning target, pre/post assessments, differentiation, mathematical practices)
August	January	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	<p>Instructional Coaching</p> <p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</p> <p>Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents</p> <p>Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p> <p>Professional Learning Communities (Grade level teams, departments)</p> <p>Discuss issues around student learning</p> <p>Collect and analyze data, try out instructional solutions, Assess the impact of these solutions</p>	Learning Walks: Leadership team and teachers will reflect on practices and student learning from one another. Utilize walk-through tools (5Ts) and provide on-going feedback
August	January	Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge.All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards	<p>Instructional Coaching</p> <p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</p> <p>Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents</p>	Teachers will use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language through partner work and or small groups (i.e., a procedure for how to engage in discussion) i.e. turn and talk, think-pair-share, socratic seminar, take a stand

## Math Goal

		and expected outcomes for the unit of study.	Data: Support teachers in analyzing data and then applying the data to strengthen instruction	
July	Jan	<p>Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.</p>	<p>Intervention and Monitoring systems</p> <ul style="list-style-type: none"> <li>-Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> <li>-Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.</li> </ul>	Leadership team and Teachers will monitor student progress using data (NWEA, NYS scores, student work, NYS writing rubrics and CFA's, academic portfolios) to drive instruction and to scaffold student learning to Next Gen Standards.
July	Jan	All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards.	<p>Intervention and Monitoring systems</p> <ul style="list-style-type: none"> <li>-Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> <li>-Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.</li> </ul>	Teachers will facilitate individual student conferencing to assist students with setting goals (Using NWEA data, common assessments and NYS data)
July	Jan	<p>Frequent Writing: Write to build language and knowledge.</p> <p>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</p>	<p>Instructional Coaching</p> <p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</p> <p>Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</p> <p>Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p> <p>Leadership teams</p> <p>Guided "walk-throughs" to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching</p>	Teachers will implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)



## Math Goal

		(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	<b>Professional Learning Communities (Grade level teams, departments)</b> Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will use a LASW protocol to analyze Math curriculum, mathematical practices, Major Content Emphases and NYS math rubrics during grade levels to determine next steps based on student needs (interventions, reteaching, extensions)
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### 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 - 6th Grade	2% met proficiency	10% to meet proficiency
NWEA - 7th Grade	1% met proficiency	10% to meet proficiency

### 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	Instructional Goal	NYS Evidence Based Strategy	Action- Instructional Strategies
January	June	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed. -Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	Leadership team and Teachers will continue to monitor student progress using data (NWEA, NYS scores, student work, NYS constructed response rubrics and exit tickets and other assessments, academic portfolios) to drive instruction and to scaffold student learning to Next Gen Standards.
January	June	Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.	Teachers will use daily learning targets and mathematical practices for content and process, as well as a daily learning

## Math Goal

		participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	-Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	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)
January	June	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will use a LASW protocol to analyze Math curriculum, mathematical practices, Major Content Emphases and NYS math rubrics during grade levels to determine next steps based on student needs (interventions, reteaching, extensions)
January	June	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Learning Walks: Leadership team and teachers will continue to reflect on practices and student learning from one another. Utilize walk-through tools (5Ts) and provide on-going feedback
Jan	June	Frequent Writing: Write to build language and knowledge.  All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents	Teachers will continue to Implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)

## Math Goal

			<p>Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p> <p>Leadership teams Guided “walk-throughs” to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching</p>	
		<p>Academic Vocabulary and Language: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge.</p> <p>Across content areas, all students use a variety of vocabulary and concept building strategies to strengthen their knowledge of language (speaking, listening, reading, writing), including academic vocabulary and high utility words.</p>	<p>Leadership teams Guided “walk-throughs” to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching</p>	<p>Based on data from learning walks and walk-throughs, teachers will continue to 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</p>

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

<p><b>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)</b></p>		
Need	Strategy to Address	When
Assess gaps in learning	<i>pre-assess students regarding key concepts prior to teaching new content/material</i>	<i>September-June</i>
<i>Determine key skills students need to access content and master standards</i>	<i>consider priority standards, curriculum mapping, pacing</i>	<i>August</i>
<i>Recalling previously taught concepts, while moving forward with new content</i>	<i>Spiral review: continuously reviewing key content, and circling back to foundational skills while teaching new material</i>	<i>September-June</i>
<i>Teachers having a complete understanding of the Next Gen Framework</i>	<i>Continuous professional development on next gen standards</i>	<i>August-June</i>
<i>Ensure online resources are established in advance</i>	<i>Create guidance document on Google Classroom as well as a schedule for</i>	<i>August-September</i>

Math Goal

<i>(Google classroom, online resources, virtual classrooms)</i>	<i>students, provide student passwords, provide PD to teachers on technology and resources</i>	
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ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
.5	.39

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Based on local assessments data and input from staff, there is a need for ESOL teachers and English teachers to collaborate with lesson planning in order to improve effective instructional practices. Based on NYS assessment data there is a need to show improvement in proficiency levels of ELL students. Based on the NYSESLAT there is a need to show improvement in students' performance levels (Writing, reading and speaking).	Yes, this is specific to all ELL students and the English content area.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)				
Start	End	Instructional Goal	NYS Evidence Based Strategy	Action- Instructional Strategies
August	January	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	ELL teachers will collaborate and co-plan instruction with content area teachers at weekly grade level meetings
		(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents	During July and August, staff will familiarize themselves with District ELA curriculum, Next Gen Standards, Priority Standards and Hallmark Strategies.

ELP or School-Selected Goal

			Data: Support teachers in analyzing data and then applying the data to strengthen instruction	
August	January	(Hallmark 1) All students engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Staff will participate in professional development around identifying classroom materials and structures to support priorities (e.g workshop model, mini-lesson, anchor charts, rules and tools, engagement strategies, learning target, pre/post assessments, differentiation)
August	January	(Hallmark 4) Academic Vocabulary and Language: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge.  Across content areas, all students use a variety of vocabulary and concept building strategies to strengthen their knowledge of language (speaking, listening, reading, writing), including academic vocabulary and high utility words.	Professional Learning Communities (Grade level teams, departments) Discuss issues around student learning- Collect and analyze data, try out instructional solutions, Assess the impact of these solutions	Teachers will participate in Professional Development on co-teaching and meeting the language and vocabulary needs of ENL students in the class setting
August	January	(Hallmark 4) Academic Vocabulary and Language: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge.  Across content areas, all students use a variety of vocabulary and concept building strategies to strengthen their knowledge of language (speaking, listening, reading, writing), including academic vocabulary and high utility words.	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction	NRMS will host an parent night with a focus on ENL students and provide resources to reinforce vocabulary strategies to be taught at home
August	January	(Hallmark 4) Academic Vocabulary and Language: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge.	Intervention and Monitoring systems -Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.	Teachers will utilize the Vocabulary and language components of the NWEA assessment and Next Gen standards to continue to improve student vocabulary.

## ELP or School-Selected Goal

		Across content areas, all students use a variety of vocabulary and concept building strategies to strengthen their knowledge of language (speaking, listening, reading, writing), including academic vocabulary and high utility words.	-Continue instructional coaching model by utilizing walkthroughs for the use of and sharing of data.	
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### 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 Growth 6th	0%	25%
NWEA Growth 7th	33%	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 <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	Instructional Goal	NYS Evidence Based Strategy	Action- Instructional Strategies
January	June	(Hallmark 2): Rich Discussion: Talk/discuss to build both conversational and academic language and knowledge. All students participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language. All students refer to daily learning targets (content, process, and language) aligned to the New York State learning standards and expected outcomes for the unit of study.	Leadership teams Guided “walk-throughs” to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching	Leadership team will utilize walk-throughs to assess the effectiveness of professional development around classroom structures and instructional practices specific to the co-teaching model. Instructional practices will include: differentiated instructional materials such as vocabulary files or graphic organizers, planning instruction with skills/standards, and ENL goals in mind, and reinforcing academic content.
January	June	(Hallmark 3): Frequent Writing: Write to build language and knowledge. All students write daily using academic language to express and explain their reasoning in	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.	Students will engage in sustained activities aligned to listening, speaking, reading and writing to build skills in preparation for the NYSESLAT Use academic discussion protocols that anchor

## ELP or School-Selected Goal

		multiple ways and across all subject areas.	Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction	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,
January	June	(Hallmark 4) Academic Vocabulary and Language: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge.  Across content areas, all students use a variety of vocabulary and concept building strategies to strengthen their knowledge of language (speaking, listening, reading, writing), including academic vocabulary and high utility words.	Instructional Coaching Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction	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, Total Physical Response techniques etc.  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

### 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
Assess gaps in learning	<i>pre-assess students regarding key concepts prior to teaching new content/material</i>	<i>September-June</i>
<i>Determine key skills students need to access content and master standards</i>	<i>consider priority standards, curriculum mapping, pacing</i>	<i>August</i>
<i>Recalling previously taught concepts, while moving forward with new content</i>	<i>Spiral review: continuously reviewing key content, and circling back to foundational skills while teaching new material</i>	<i>September-June</i>
<i>Teachers having a complete understanding of the Next Gen Framework</i>	<i>Continuous professional development on next gen standards</i>	<i>August-June</i>
<i>Ensure online resources are established in advance</i>	<i>Create guidance document on Google Classroom as well as a schedule for</i>	<i>August-September</i>



ELP or School-Selected Goal

<i>(Google classroom, online resources, virtual classrooms)</i>	<i>students, provide student passwords, provide PD to teachers on technology and resources</i>	
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## Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	23.1	34.3
Black	22.8	32.3
Hispanic	36.1	43.8
SWD	30.7	34.7

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Based on the attendance data and the state review we have a high percentage of students with absenteeism. Various factors contribute to the high percentage of absenteeism which includes: homelessness, transportation issues, suspensions, mental health needs, lack of parent support, engaging in at-risk behaviors in community.	No, this is specific to all students.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)				
Start	End	School Goal	NYS Evidence Based Strategy	Action- Strategy
August	January	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Professional Learning Communities (Attendance Team) Discuss issues around student attendance- Collect and analyze data, try out attendance solutions, Assess the impact of these solutions	Attendance team will meet weekly to monitor overall school attendance
August	January	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Professional Learning Communities (Attendance Team) Discuss issues around student attendance- Collect and analyze data, try out attendance solutions, Assess the impact of these solutions	School-based monthly attendance Blitz (Oct-June)
August	January	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Craft parent/teacher/student compact/ Attendance compact (attendance matters website)
August	January	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Quarterly Attendance awards, ice cream incentive

Chronic Absenteeism or School-Selected Goal

August	January	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Professional Learning Communities (Attendance Team) Discuss issues around student attendance- Collect and analyze data, try out attendance solutions, Assess the impact of these solutions	Daily robo-calls to families of absent students
August	Sept	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Home-School Assistant to visit home of students with chronic absenteeism

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	All	33.4%	15%
	SWD	37.5%	15%
	ELL	19%	10%
	Black	25.4%	12%
	Hispanic		

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	School Goal	NYS Evidence Based Strategy	Action- Strategy
January	June	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Professional Learning Communities (Attendance Team) Discuss issues around student attendance- Collect and analyze data, try out attendance solutions, Assess the impact of these solutions	Continue with weekly attendance meetings in order to maintain high average daily attendance

Chronic Absenteeism or School-Selected Goal

January	June	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Professional Learning Communities (Attendance Team) Discuss issues around student attendance- Collect and analyze data, try out attendance solutions, Assess the impact of these solutions	Continue with monthly attendance blitz in order to offer supports to families and ensure students are attending classes daily
January	June	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Continue home visits as needed when circumstances arise that negatively impact student attendance
January	June	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Continue to support families with the needed paperwork (McKinney Vento) in a timely fashion
January	June	Decrease chronic absenteeism to meet state MIP goal for each sub-group	Intervention and Monitoring systems -Analyze SPA data for attendance trends and align roles of the attendance team to support and improve student attendance based on data, shifting resources as needed.	Continue to utilize community partners to support school attendance goals (FACT etc).

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
On-going family communication	Utilize case-management and communication tools to ensure on-going communication with families	Sept.-June
Ensure online resources are established in advance (Google classroom, online resources, virtual classrooms)	Create guidance document on Google Classroom as well as a schedule for students, provide student passwords, provide PD to teachers on technology and resources	Sept.-June

Chronic Absenteeism or School-Selected Goal


Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Students	<p>1. Do you feel the school offers resources and supports for you to utilize?</p> <p><b>2. What resources in the school have you used (with list)</b></p> <ul style="list-style-type: none"> <li>a. Social Worker</li> <li>b. School Counselor</li> <li>c. CFY/Eagle’s Nest</li> <li>d. Trusted Staff (teacher, SSO, admin, TA, para, custodial)</li> <li>e. Cool down space within classroom</li> <li>f. ISS room</li> </ul> <p>3. Do you feel safe at school?</p> <p><b>4. Do you feel comfortable accessing these resources when needed?</b></p> <p>5. In your own words, what is your definition of social emotional learning?</p> <p>6. Which of the following would you find helpful:</p> <ul style="list-style-type: none"> <li>a. Parent Outreach</li> <li>b. Peer mediation</li> <li>c. Community Service</li> <li>d. Counseling</li> <li>e. Mentoring</li> <li>f. Referral/Community Based Org.</li> <li>g. Guidance Conference</li> <li>h. Conflict Resolution</li> <li>i. Individual/Group Counseling</li> <li>j. Lunch groups</li> <li>k. Run around sheet</li> </ul> <p>7. How confident do you feel about your self-image (your feelings about your own abilities, appearance, and personality)? (scale 0-10)</p>	50-60% of student population will know of available resources in the school and will know how to access them when they feel support is needed	The survey from 2020 focused on school safety and if students felt safe at school. Of the 98 students who took the survey- 35% felt safe, 40% was neutral, and 25% did not feel safe.

## Survey Goal

	<p>8.How confident do you feel about your self-image (your feelings about your own abilities, appearance, and personality)? (scale 0-10)</p> <p>9.In the past year have students ever bullied or harassed you (physically, socially, or cyberbullying)?</p> <p>10.In my school community, I feel others should be safe? (strongly agree-strongly disagree)</p> <p>11.Overall, at my school discipline fair? (strongly agree-strongly disagree)</p> <p>*If you want to give specific examples or feedback on any of the questions, please type here:</p>		
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### Root Causes

<p>What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?</p>
<p>Based on discipline data and input from support staff, students are faced with various challenges which includes, but are not limited to mental health needs, trauma, grief, access to drugs, social media influence, cyberbullying, gang affiliation and managing interpersonal relationships</p>

### Action Plan: August to January

<p>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)</p>				
Start	End	School Goal	NYS Evidence Based Strategy	Action Strategy
August	January	Increase the awareness of school resources available to support students' social-emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Create a wellness survey to determine students' social emotional needs, and student's present levels of understanding regarding Social emotional learning and needs (administer in Sept. and Jan.)
August	January	Increase the awareness of school resources available to	Professional Learning Communities (Restorative Practice Team)	Establish restorative practice team and continue to utilize RP

Survey Goal

		support students' social -emotional well-being	Discuss issues around students' behavior and social-emotional well-being- Collect and analyze data, try out behavior solutions, Assess the impact of these solutions	
August	January	Increase the awareness of school resources available to support students' social -emotional well-being	Professional Learning Communities (Restorative Practice Team) Discuss issues around students' behavior and social-emotional well-being- Collect and analyze data, try out behavior solutions, Assess the impact of these solutions	Have selected students receive on-going training as peer mediators
August	January	Increase the awareness of school resources available to support students' social -emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Have Community Site Coordinator work with partners to support students academically and social-emotionally
August	Sept	Increase the awareness of school resources available to support students' social -emotional well-being	Professional Learning Communities (Restorative Practice Team) Discuss issues around students' behavior and social-emotional well-being- Collect and analyze data, try out behavior solutions, Assess the impact of these solutions	Student focus group to design student-friendly survey questions
August	January	Increase the awareness of school resources available to support students' social -emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Assist teachers in establishing cool down spaces within the classrooms
Sept	January	Increase the awareness of school resources available to support students' social -emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Review and monitor data regarding number of students being sent out of class



## Survey Goal

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Discipline Data	Less than 20 suspensions
School Survey	50-60% of student population will know of available resources in the school and will know how to access them when they feel support is needed

### 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	School Goal	NYS Evidence Based Strategy	Action Strategy
January	June	Increase the awareness of school resources available to support students' social - emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Mid-year and end of the year survey to monitor students' social-emotional well-being
January	June	Increase the awareness of school resources available to support students' social - emotional well-being	Professional Learning Communities (Restorative Practice Team) Discuss issues around students' behavior and social-emotional well-being- Collect and analyze data, try out behavior solutions, Assess the impact of these solutions	RP Team will review perception data for advisory, related services and discipline to understand what additional or ongoing needs of students
January	June	Increase the awareness of school resources available to support students' social - emotional well-being	Intervention and Monitoring systems -Analyze survey data for trends and align resources to support and improve student social-emotional well-being based on data, shifting resources as needed.	Monitor the implementation and effectiveness of classroom cool down spaces and teacher success with restorative practices

## Survey Goal

### Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Limited Access to resources	Established a team to seek out resources and provide supports to students and families	March -June
Supporting parents with basic needs more than normally	Established a team to seek out resources and provide supports to students and families	March-June
Increase in Emotional Anxiety	Continued with related services to address student trauma and distress/anxiety	March-June

## 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.  n/a The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4.  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).