



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Dr. Louis Cerulli #34		

Accountability Data

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	2	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
White (PTSI)	1	2	1		2	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
<i>Example: 3/6/20</i>	x	x			
2/13/20	x	x			
3/12/20	x	x			
4/16/20			x	x	x
5/14/20			x	x	x

Stakeholder Participation

5/21/20			x		
6/2/20				x	
6/11/20			x	x	x

TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)								Signature
		2/13	3/12	4/16	5/14	5/21	6/20	6/11		
David Passero	Principal	x	x	x	x	x	x	x	x	
Maureen Doohan	Teacher	x	x	x	x				x	
Kim Rivers	Teacher	x	x	x	x				x	
Karen Schutt	Teacher	x	x	x	x				x	
Elizabeth Davis	Teacher	x	x	x	x				x	
Kelsey Flanagan	Teacher	x	x	x	x				x	
Kristen Baskewicz	Teacher	x	x	x	x				x	
Amanda Galvan	Intervention/Coach							x		
Shauna Smith	Intervention/Coach							x		
Keyonna Dixon	Teacher Assistant	x	x	x	x				x	
Jeremy Patterson	Parent	x	x						x	

Stakeholder Involvement Signature Page

Val VanVoorhis	Parent	x	x							
Kristal Padgett	Parent	x	x							
Dianne Agostinelli	Assistant Principal					x	x		x	

Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Evidence-based Intervention

School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	69.1*21-22 MIP	65.4
White	73.5	65.4

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?)
Our school has a high percentage of students performing at a level one on state assessments. Based on current data, we need to place an emphasis on main idea/theme and character development in grades K-6.	No
Our school does not have a vertical reader's and writer's workshop model currently in place.	No
Our school has not participated in school-wide learning walks to improve best practices	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
8/1/2020	8/21/2020	Identify priority standards by grade level to determine plan of action based on data.
8/1/2020	8/21/2020	Roll out professional learning on readers and writers workshop, hallmarks, and MyView curriculum.
8/24/2020	8/28/2020	Summer institute for Staff: Readers and Writers workshop, MTSS, priority standards and progress monitoring.
9/8/2020	9/25/2020	Universal screening to identify tiered levels of support.
9/8/2020	9/25/2020	Organize learning walks and collaborate with our Professional Learning Communities to prepare a schedule for teacher-led learning walks
9/8/2020	9/25/2020	Professional Learning Communities begin strategic work on specific curricular focus (aligned to the district-wide strategy) and monitoring based on data
10/12/2020	10/30/2020	Intervention/Coach and Grade Level PLCs analyze student screening data to make instructional decisions
10/12/2020	10/30/2020	Intervention/Coach and Grade Level PLCs work together to organize MTSS tier 2 and 3 groupings and begin targeted intervention

ELA Goal

11/9/2020	11/20/2020	Grade Level PLC revisits curricular focus to identify next steps
12/1/2020	12/11/2020	Walkthroughs to assess mid-year progress for curriculum implementation

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	17.9% on track for Level 3 & 4	20%

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
1/11/2021	1/29/2021	Intervention/Coach and Grade Level PLCs analyze student screening data to make instructional decisions
2/1/2021	2/26/2021	Intervention and Grade Level PLCs work together to organize MTSS groupings and begin targeted intervention
2/1/2021	2/26/2021	School-wide Instructional PLCs will ensure priority standard focus during MTSS and monitor student progress
2/1/2021	2/26/2021	Professional Learning Communities will revisit work on specific curricular focus and monitoring based on data
3/1/2021	3/26/2021	School-wide PLCs will prepare for NYS testing to ensure positive testing environment
5/2/2021	5/28/2021	Grade level and Intervention/Coach PLCs will conduct Spring learning walks
6/1/2021	6/18/2021	Leadership team will conduct year-end walkthroughs to assess progress and implementation

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
Revisit curriculum to identify gaps in learning	Identify priority standards and skills missed from previous grade level	August

ELA Goal

Universal screening	Identify method for conducting school-wide universal screening (NWEA...etc.) to ensure disinfecting and social distancing	August

Math Goal

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
All	64.3	45.5
White	73.5	55

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?)
School 34 has placed an emphasis on Tier 1, 2, and 3 ELA intervention. This has led to improvements in ELA, but a decrease in Mathematics performance.	No
Based on a data analysis and teacher-led learning walks, we have identified a need to increase real-world application and Math fact fluency in Mathematics lessons	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? <i>(add additional rows as needed)</i>		
Start	End	Action
8/1/2020	8/21/2020	Identify priority standards by grade level to determine plan of action based on data.
8/1/2020	8/21/2020	Prepare professional learning on real-world application in Mathematics
8/24/2020	8/28/2020	Summer institute for Staff: Mathematics: Real-world application and Math fact fluency
9/8/2020	9/25/2020	Universal screening to identify tiered levels of support.
9/8/2020	9/25/2020	Professional Learning Communities begin strategic Mathematics focus on real-world application and monitoring based on data
10/12/2020	10/30/2020	Intervention/Coach and Grade Level PLCs analyze student screening data to make instructional decisions
10/12/2020	10/30/2020	Intervention/Coach and Grade Level PLCs work together to organize MTSS groupings and begin targeted intervention
11/9/2020	11/20/2020	Grade Level PLC revisits real-world application focus to identify next steps
12/1/2020	12/11/2020	Walkthroughs to assess mid-year progress for real-world application and Math fact fluency instructional focus

Math Goal

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	14.7% on track for Level 3 & 4	18%

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
1/11/2021	1/29/2021	Intervention and Grade Level PLCs analyze student screening data to make instructional decisions
2/1/2021	2/26/2021	Intervention and Grade Level PLCs work together to organize MTSS groupings and begin targeted intervention
3/1/2021	3/26/2021	School-wide PLCs will prepare for NYS testing to ensure positive testing environment
5/2/2021	5/28/2021	Professional Learning Communities revisit work on real-world application and Math fact fluency
6/1/2021	6/18/2021	Leadership team will conduct year-end walkthroughs to assess progress and implementation

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
Revisit curriculum to identify gaps in learning	Identify priority standards and skills missed from previous grade level	August
Universal screening	Identify method for conducting school-wide universal screening to ensure social distancing	August

Math Goal

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)
.50	.42

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?)
Based on DTSDE feedback, it is recommended that ENL teachers play a significant role in grade level PLCs and assist with best practices for English Language Learners	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
8/1/2020	8/21/2020	Leadership team finds opportunities for ENL teachers to participate in grade level PLCs
8/1/2020	8/21/2020	School-wide instructional PLCs identify best practices to share with school community for supporting English Language Learners
8/24/2020	8/28/2020	Summer institute for Staff: Instructional Strategies for English Language Learners and understanding the NYSESLAT
9/8/2020	9/25/2020	ESOL teachers will lead specific professional learning focused on best practices for English Language Learners during grade level meetings
9/8/2020	9/25/2020	PLCs will utilize learning walks to include at least one instructional focus on English Language Learner instruction
10/12/2020	10/30/2020	Intervention and Grade Level PLCs analyze student screening data to make instructional decisions
10/12/2020	10/30/2020	Coaches will collaborate with ESOL teachers to ensure all grade level PLCs implement best practices English Language Learners
11/9/2020	11/20/2020	School-wide PLC will approve a professional learning series on English Language Learner instruction
12/1/2020	12/11/2020	Begin collegial circle on English Language Learner instruction

ELP or School-Selected Goal

Mid-Year Benchmark

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

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

Data Source	January 2020 Results	January 2021 Target
NWEA	Of the 19 ELL students tested on the Winter NWEA, 32% met the growth target set by NWEA.	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
1/11/2021	1/29/2021	Intervention and Grade Level PLCs analyze student screening data to make instructional decisions
2/1/2021	2/26/2021	Intervention and Grade Level PLCs work together to organize MTSS groupings and begin targeted intervention
3/1/2021	3/26/2021	School-wide PLCs will prepare for NYS testing to ensure positive testing environment
5/2/2021	5/28/2021	Grade level and Intervention PLCs will conduct Spring learning walks
6/1/2021	6/18/2021	Leadership team will conduct year-end walkthroughs to assess progress and implementation

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
To ensure regular attendance by our English Language Learners	Attendance team will reach out to families to ensure their child’s readiness to return and develop individualized support plans for	August/September

ELP or School-Selected Goal

	any students who may be anxious about returning.	
Ensure that we have communications in a variety of languages	Utilize Language Line, Google translate, and glossaries to ensure COVID-19 communications are available in all languages	August/September

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	By June 2021, the school's chronic absenteeism rate will be 27.5%	37.8
White		43.6

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Working with families as partners, to ensure all parents understand the importance of daily attendance.	No
Working with students who arrive on busses to troubleshoot lower attendance rates	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
8/1/2020	8/21/2020	Review 2019-2020 attendance to identify tiers of students to target
8/1/2020	8/21/2020	Conduct home visits for tier 2 and 3 students to engage families in discussions around attendance
8/24/2020	8/28/2020	School leaders will identify attendance team for the 2020-2021 school year
9/8/2020	9/25/2020	School leaders will communicate with teachers to ensure systems are in place to regularly contact families of students who have not attended school
9/8/2020	9/25/2020	School leaders will send letters home to families stressing the importance of attendance and the amount of support that students are missing. The school leaders will work with PTO to develop a support plan for students who are struggling with chronic absenteeism (i.e. homeroom parent)
9/8/2020	9/25/2020	Attendance team will meet weekly to monitor student attendance
10/12/2020	10/30/2020	Attendance team will identify students who have missed 3 or more days of school and develop individualized plans and identify any barriers
10/12/2020	10/30/2020	Review students who may be at-risk and connect with teachers to ensure a focus on regular attendance

Chronic Absenteeism or School-Selected Goal

11/9/2020	11/20/2020	We will make consistent phone calls home for any student who is not in attendance each day. The attendance team will refer families to outside agencies who still may be struggling with daily attendance
12/1/2020	12/11/2020	We will begin to celebrate students with Tier 1 (100%) daily attendance and students with the most improved attendance. We will review individualized attendance plans and identify next steps.

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 <i>(replace with alternate data source if not using a CA goal)</i>	All Students	29.4%	27%

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
1/11/2021	1/29/2021	We will analyze first semester data to identify the number of students each child has been absent and create a "Attendance Fact Sheet" for parents of students who are struggling with attendance.

Chronic Absenteeism or School-Selected Goal

2/1/2021	2/26/2021	Leadership team will place an emphasis on attendance within the principal's monthly newsletter
3/1/2021	3/26/2021	Attendance team will continue to meet weekly
5/2/2021	5/28/2021	The attendance committee will communicate attendance celebrations with families and the school community
6/1/2021	6/18/2021	The attendance team will review year-long progress on attendance and identify improvements or strategies for next year.

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
How will COVID-19 impact daily attendance?	Attendance team will reach out to families to ensure their child's readiness to return and develop individualized support plans for any students or families who may be anxious about returning.	August/September
How do we ensure families that the school environment is safe to return?	Begin regular communication with families regarding disinfecting and social distancing plans	August
Masks and other supplies	Engage district and community partners to ensure we have masks and other supplies needed to ensure safety	August
Known COVID-19 diagnosis	Safety plan for a known diagnosis within the building	August

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	Students at this school get along with each other	70%	48%

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the results identified above?</p>
<p>Student interactions can be perceived as negative by peers based on instances of bullying, mocking, or threatening.</p>
<p>Based on feedback from the student survey, there is a need to address social/emotional learning. There were 3 questions that stood out from the survey that related to the way students treat each other. This includes how well students get along, students threatening harm upon each other, and students feeling that bullying is prevalent. Much of this occurs on Social Media. Through targeted a social skills focus, we plan to address this area of need through a multi-faceted approach.</p>

Action Plan: August to January

<p>What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)</p>		
Start	End	Action
8/1/2020	8/21/2020	The leadership team will identify a list of students based on behavioral data to conduct home visits and outline expectations to students and parents over the summer.
8/1/2020	8/21/2020	The Social/Emotional and PBIS PLCs will develop a plan for the 2020-2021 school year to promote positive student interactions. This includes preparation of materials for monthly character traits in our school-wide shared drive.
8/24/2020	8/28/2020	The Social/Emotional and PBIS PLCs will outline the year long focus for teaching monthly social skills, acknowledging positive behavior, and providing resources.
9/8/2020	9/25/2020	The PBIS PLC will organize systems for teaching behavioral expectations in all locations of the building and communicate first semester behavioral celebrations
9/8/2020	9/25/2020	The SEL PLC will support teachers with monthly resources and begin to prepare for social emotional monthly challenges to acknowledge positive behaviors.
9/8/2020	9/25/2020	The school leaders will initiate an anti-bullying campaign to promote "choosing kindness" and intervening on bullying.

Survey Goal

10/12/2020	10/30/2020	Choose Kindness/End Bullying will be featured on the monthly newsletter, social media, and STAR Student.
10/12/2020	10/30/2020	Teachers will continue to utilize monthly resources from the school-wide toolkit that focuses on monthly "Tiger Traits"
11/9/2020	11/20/2020	Leadership team will analyze student suspension and referral data to identify areas in need of support
12/1/2020	12/11/2020	SEL Committee will reconvene to look at 2nd semester resources

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
School Climate Survey	60% of students will state that students at this school get along with each other

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
1/11/2021	1/29/2021	Based on referral and suspension data, the leadership team will work with the MTSS team develop 2nd semester behavioral plans to improve outcomes for individual students
2/1/2021	2/26/2021	PBIS PLC will release 2nd semester celebration schedule and expectations for revisiting the PBIS matrix
3/1/2021	3/26/2021	SEL PLC will continue to increase monthly resources based on character traits
3/1/2021	3/26/2021	School-wide PLC will explore the house system for Grade 5 & 6
5/2/2021	5/28/2021	PBIS PLC will begin preparations for the year-end celebration to acknowledge positive behavior
6/1/2021	6/18/2021	PBIS PLC will hold the annual positive behavior event. SEL PLC will hold the annual field trip for monthly challenges.

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
To ensure positive mental health and well-being	We will utilize our SEL PLC and social worker to provide regular social/emotional supports during the Fall	September

Survey Goal

Focusing on social skills, personal space, and behavioral expectations	First 30 days will have a focusing on modeling behavioral expectations, practicing social skills and personal space	September
Mentoring	Utilize a mentoring program for students who may need continued support	September

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).