



# 2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Pinnacle School #35	Brenda Torres-Santana	k-6

## 2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	3	2	2	1	1

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

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

## Stakeholder Participation

### Background

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

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
4/14/20	X	X			
4/22/20	X	X			
4/29/20	X	X	X		
5/6/20	X		X		
5/13/20	X	X	X	X	
6/3/20		X		X	
6/8/20		X		X	
6/11/20				X	
6/12/20				X	
6/15/20				X	
6/16/20				X	
6/17/20				X	

Stakeholder Participation

6/19/20				x	
6/30/20					x
7/1/20					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	Teachers from each grade band, Special Education, and ESOL teachers worked on the plan.
Parents with children from each identified subgroup	ELL Parents on the SBPT worked on the plan.
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	
		4/14	4/22	4/29	5/06	5/13	6/03	6/08	6/11	6/12	6/15	6/16	6/17	6/19	6/30	7/1		
Brenda Santana	Principal	x	x	x	x	x	x	x	x	x	x	x	x					
Valerie Holberton	Academy Director	x	x	x	x	x	x	x	x			x	x	x				
Erin Tellex	1st grade teacher	x	x	x	x	x	x	x				x	x	x				
Jamie Stein	1st grade teacher	x	x	x	x	x	x	x			x	x	x	x				
Karen Bernard	Intervention teacher	x	x	x	x	x	x	x	x	x	x	x	x					
Arlene Surita	Parent Liaison	x	x	x	x	x	x						x			x	x	
Paula Rice	Kindergarten Teacher	x	x	x	x	x												
Tammie Lezeska	3rd grade teacher	x	x	x	x	x	x	x										
Judith Quinones	4th grade bilingual teacher	x	x	x	x	x							x	x				
Elizabeth Suman	ESOL teacher	x	x	x	x	x	x	x						x				
Vanessa McNamara	Bilingual Special Education teacher	x	x	x	x	x				x			x	x				
Marian Sabatar	Parent	x		x					x							x		
Jody Rumfola	Social worker	x				x									x			
Virgen Rodriguez																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.

### X-State-Supported Evidence Based Strategy

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

<b>Strategy Identified</b>	<b>Instructional Coaching and Professional Learning communities</b>
<b>SCEP Goal(s) this strategy will support</b>	Implementing effective instructional strategies, understanding how components of the curriculum work together and assisting teachers with analyzing and applying data to strengthen instruction.

### 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>	Coaching and PLC
<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>

## Evidence-based Intervention

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

**School-Identified**

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

<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	By June 2021, the school's ELA Weighted Academic Achievement index will be at least 61.8 (20-21 MIP)	49.8
ELL	42	22.6
SWD	24	6.8

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?)
Lack of consistent instructional delivery resulted in students' limited experiences with rigorous, relevant, and integrated lessons.	Yes, multiple grade levels.
Lack of differentiation in ELA block.	Yes, 3rd-6th.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
August 2020	September 2020	Administration will identify the Instructional Leadership Team which will include teacher leaders to support each grade level to ensure the roll out of the ELA Curriculum & Next Generation Standards and implementation of workshop model.
August 2020	August 2020	The Instructional Leadership Team will identify a walkthrough tool to monitor instructional delivery across grade levels to focus on the implementation of academic vocabulary and ensure differentiation.
August 2020	August 2020	The Instructional Leadership Team will identify a schedule of guided learning walks to focus on the implementation of academic vocabulary and differentiation and ensure that the workshop model is implemented with fidelity.
August 2020	August 2020	Instructional leaders will provide professional development with district support on setting up rituals and routines of myView Reader's and Writer's workshop to ensure differentiation is included.
September 2020	September 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with

ELA Goal

		an emphasis on the workshop model, academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
September 2020	October 2020	Teachers will conduct benchmark assessments of reading using Scholastic Reading diagnostic tool and NWEA for differentiation of instruction.
September 16, 2020	October 15	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
September 2020	October 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation <b>Hallmark 2 &amp; 4</b>
September 2020	October 2020	Create and develop tools that will be used to support reading instruction implementation focusing on the workshop model, academic language & differentiation (i.e. Guided Walk-throughs, PLC agendas, note catchers, accountable talk, walkthrough).
October 2020	October 2020	Instructional Leadership team members will gather baseline data to assess the effectiveness of the instructional strategies that support academic language and differentiation in the classroom, through regular professional development, grade level meetings and guided walk throughs. <b>Hallmark 2 &amp; 4 ( which instructional strategies ?)</b>
October 2020	October 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on the workshop model, academic language & differentiation of instruction. <b>Hallmark 2 &amp; 4</b>
October 2020	October 2020	Teachers differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and baseline data collected from initial guided walkthroughs.
October 2020	October 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
October 2020	October 2020	Grade level teams will analyze benchmark data and student work using protocols to gain information about areas of strength and weakness. <b>(Hallmarks 1 - 4)</b>
October 2020	October 2020	ILT will provide a ½ Day PD- address district initiative/PLC Part 1 on the workshop model, academic language and differentiation of instruction.
October 2020	October 2020	Superintendent Day PD- address district initiative/PLC Part 2 on differentiation of instruction, academic language and workshop model.

ELA Goal

October 2020	November 2020	Grade level leaders share strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and begin to explore ways to increase opportunities for rigorous writing.
October 2020	November 2020	Grade level leaders reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to improve academic language, ensure differentiation and students' progress with rigorous writing.
November 2020	November 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
November 2020	November 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
November 2020	November 2020	Grade level leaders share & reflect strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and begin to explore ways to increase opportunities for rigorous writing. <b>(Hallmark 3)</b>
November 2020	November 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastics reading diagnostic tool and data collected from ongoing guided walkthroughs.
November 2020	November 2020	Superintendent Day PD- address district initiative/PLC on the workshop model, differentiation of instruction and academic language.
December 2020	December 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
December 2020	December, 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
December 2020	December 2020	Administrators and/or ILT will provide actionable feedback based on walk through observations to grade level teams regarding next steps for differentiation within the readers and writers workshop.
December 2020	December 2020	Grade level leaders reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to

## ELA Goal

		improve academic language, ensure differentiation and students' progress with rigorous writing.
December 2020	December 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and data collected from ongoing guided walkthroughs.
December 4, 2020	December 4, 2020	½ Day PD- address district initiative/PLC 2 on differentiation of instruction, academic language, and the workshop model.

### 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	46.6	54.6
Aims Web Plus		
Common Formative Assessment		

### Planning for January to June

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

Start	End	Action
January 2021	January 2021	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
January 2021	January 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
January 2021	January 2021	Grade level leaders share & reflect on strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and share specific writing strategies used in the classroom. <b>(Hallmark 3)</b>
January 2021	January 2021	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and data collected from ongoing guided walkthroughs.

ELA Goal

January 2021	January 2020	Teachers will conduct benchmark assessments of reading using Scholastic Reading diagnostic tool and NWEA for differentiation of instruction.
February 2021	February 2021	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
February 2021	February 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
February 2021	February 2021	Grade level leader share on reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to improve academic language, ensure differentiation and students' progress with rigorous writing.
February 2021	February 2021	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and baseline data collected from ongoing guided walkthroughs.
February 2020	February, 2020	Grade level teams will analyze benchmark data and student work using protocols.
March 2021	March 2021	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
March 2021	March 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps and feedback.
March 2021	March 2021	Grade level leader share on reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to improve academic language, ensure differentiation and students' progress with rigorous writing.
March 2021	March 2021	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and baseline data collected from ongoing guided walkthroughs.
March 5, 2021	March 5, 2021	½ Day PD- address district initiative/PLC Part 3 on differentiation of instruction and academic language.
April 2021	April 2021	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>

ELA Goal

April 2021	April 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
April 2021	April 2021	Administrators and/or ILT will provide actionable feedback based on walk through observations to grade level teams regarding further professional development required for differentiation within the readers and writers workshop.
April 2021	April 2021	Grade level leader share on reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to improve academic language, ensure differentiation and students' progress with rigorous writing.
April 2021	April 2021	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and baseline data collected from ongoing guided walkthroughs.
April 2021	April 2021	Grade level teachers will continue to monitor instructional strategies by analyzing student work using the myView literacy writing rubrics through regular weekly grade level meetings and professional development as needed. (Hallmark 4)
April 2021	April 2021	Superintendent Day PD- address district initiative/PLC Part 3 on differentiation of instruction.
May 2021	May 2021	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. Hallmark 2 & 4
May 2021	May 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
May 2021	May 2021	Grade level leader sshare on reflect on strategies for differentiation within the readers and writers workshop, using collective data from walkthroughs and protocols for analyzing student work to improve academic language, ensure differentiation and students' progress with rigorous writing.
May 2021	May 2021	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and baseline data collected from ongoing guided walkthroughs.
May 2021	May 2021	Teachers will conduct benchmark assessments of reading using Scholastic Reading diagnostic tool and NWEA for differentiation of instruction.

ELA Goal

Addressing COVID-19 Related Challenges – ELA Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Access to technology	Work with district officials to ensure students have access to devices.	March 2020-present
Inconsistent attendance on distance learning platforms	Home visits by school social worker and parent liaison. Various communication methods with parents (Dojo, text message, phone calls)	March 2020-present
Lack of benchmark data- unable to administer benchmark data.	Informal assessments  Benchmark administration via learning platform	March 2020-present

## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	68.8	46.7
<b>ELL</b>	26.3	18.8
<b>SWD</b>	42.1	4.3

### 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?)
<b>Lack of consistent delivery of instruction</b>	Yes, multiple grade levels.
<b>Lack of differentiation in math block.</b>	Yes, 3rd-6th
<b>Scored lowest on open ended responses</b>	Yes, 3rd- 6th

### 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	Action
August 2020	August 2020	The Instructional Leadership Team will identify a walkthrough tool to monitor instructional delivery across grade levels to focus on the implementation of academic vocabulary, ensure differentiation and the workshop model.
August 2020	August 2020	The Instructional Leadership Team will identify a schedule of guided learning walks to focus on the implementation of academic vocabulary, differentiation and ensure that the workshop model is implemented with fidelity.
August 2020	August 2020	Teachers attend professional development centered on differentiation of instruction, the NYS 2 and 4 point rubric, academic language and workshop model.
September 2020	October 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during instruction with an emphasis on the workshop model, academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
September 2020	October 2020	Teachers will conduct benchmark assessment of math using Common Formative Assessments & NWEA for differentiation of instruction.



Math Goal

September 2020	October	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
September 2020	October 2020	Grade level teachers will identify instructional strategies such as RDW, to support differentiated instruction. <b>Hallmark 4</b>
September 2020	October 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation <b>Hallmark 2 &amp; 4</b>
October 2020	October 2020	Instructional Leadership team members will gather baseline data to assess the effectiveness of the instructional strategies that support academic language and differentiation in the classroom, through regular professional development, grade level meetings and guided walk throughs. <b>Hallmark 2 &amp; 4</b>
October 2020	October 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during instruction with an emphasis on the workshop model, academic language & differentiation of instruction. <b>Hallmark 2 &amp; 4</b>
October 2020	October, 2020	Teachers differentiate instruction based on assessment data using assessment tools including teacher created formative assessments, exit tickets and baseline data collected from initial guided walkthroughs.
October 2020	October 2020	½ Day PD- address district initiative/PLC Part 1 on differentiation of instruction, the NYS 2 and 4 point rubric, and academic language.
October 2020	October 2020	Superintendent Day PD- address district initiative/PLC Part 2 on differentiation of instruction, the NYS 2 and 4 point rubric, and academic language.
October 2020	October 2020	Grade level leaders share and reflect on strategies on differentiation within the math workshop to improve academic language, ensure differentiation and begin to explore ways to improve open end responses (2 & 4 point).
November 2020	November 2020	Grade level teachers will co-plan unit by unit to ensure all components of the Math Workshop model are implemented with an emphasis on academic language and differentiation.
November 2020	November 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
November 2020	November, 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation <b>Hallmark 2 &amp; 4</b>
November 2020	November 2020	Instructional Leadership team members will gather baseline data to assess the effectiveness of the instructional strategies that support academic language and differentiation in the classroom, through

Math Goal

		regular professional development, grade level meetings and guided walk throughs. <b>Hallmark 2 &amp; 4</b>
November 2020	November 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during instruction with an emphasis on the workshop model, academic language & differentiation of instruction. <b>Hallmark 2 &amp; 4</b>
November 2020	November 2020	Teachers differentiate instruction based on assessment data using assessment tools including teacher created formative assessments, exit tickets and baseline data collected from initial guided walkthroughs.
November 2020	November 2020	Superintendent Day PD- address district initiative/PLC Part 2 on differentiation of instruction, academic language and the workshop model.
December 4, 2020	December 4, 2020	½ Day PD- address district initiative/PLC 2 on differentiation of instruction, academic language, and the workshop model.
December 2020	December 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
December 2020	December 2020	Grade level teachers will co-plan unit by unit to ensure all components of the Math Workshop model are implemented with an emphasis on academic language and differentiation.
December 2020	December 2020	Administrators and/or ILT will provide actionable feedback based on walk through observations to grade level teams regarding next steps for differentiation within the math workshop.
December 2020	December 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation <b>Hallmark 2 &amp; 4</b>
December 2020	December 2020	Instructional Leadership team members will gather data to assess the effectiveness of the instructional strategies that support academic language and differentiation in the classroom, through regular professional development, grade level meetings and guided walk throughs. <b>Hallmark 2 &amp; 4</b>
December 2020	December 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during instruction with an emphasis on the workshop model, academic language & differentiation of instruction. <b>Hallmark 2 &amp; 4</b>
December 2020	December 2020	Teachers differentiate instruction based on assessment data using assessment tools including teacher created formative assessments, exit tickets and baseline data collected from initial guided walkthroughs.
December 2020	December 2020	½ Day PD- address district initiative/PLC 2 on differentiation of instruction, academic language, and the workshop model.

## Math Goal

### Mid-Year Benchmark

<p>Identify the <b>specific assessment of math performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	40.4	54.4

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2020	January 2020	Grade level teachers will co-plan unit by unit to ensure all components of the Math Workshop model are implemented with an emphasis on academic language and differentiation.
January 2020	January 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation <b>Hallmark 2 &amp; 4</b>
January 2020	January 2020	Instructional Leadership team members will gather baseline data to assess the effectiveness of the instructional strategies that support academic language and differentiation in the classroom, through regular professional development, grade level meetings and guided walk throughs. <b>Hallmark 2 &amp; 4</b>
January 2020	January 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during instruction with an emphasis on the workshop model, academic language & differentiation of instruction. <b>Hallmark 2 &amp; 4</b>
January 2020	January 2020	Teachers differentiate instruction based on assessment data using assessment tools including teacher created formative assessments, exit tickets and baseline data collected from initial guided walkthroughs.
January 2020	January 2020	Teachers will conduct benchmark assessment of math using Common Formative Assessments & NWEA for differentiation of instruction.
February 2020	February 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>

Math Goal

February 2020	February 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
February 2020	February 2020	Grade level leaders share and reflect on strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and begin to explore ways to improve open end responses (2 & 4 point).
February 2020	February 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and data collected from ongoing guided walkthroughs.
February 2020	February 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
March 2020	March 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
March 2020	March 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
March 2020	March 2020	Grade level leaders share and reflect on strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and begin to explore ways to improve open end responses (2 & 4 point).
March 2020	March 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastics reading diagnostic tool and data collected from ongoing guided walkthroughs.
March 2020	March 2020	Grade level teachers will continue to monitor instructional strategies by analyzing student work using the myView literacy writing rubrics through regular weekly grade level meetings and professional development as needed. <b>(Hallmark 4)</b>

Math Goal

March 2021	March 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and provide actionable feedback on implementation and next steps for differentiation problem solving strategies (i.e. CUBES)
March 2021	March 2021	½ Day PD- address district initiative/PLC Part 3 on differentiation of instruction
April 2020	April 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
April 2020	April 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
April 2020	April 2020	Grade level leaders share and reflect on strategies on differentiation within the readers and writers workshop to improve academic language, ensure differentiation and begin to explore ways to improve open end responses (2 & 4 point).
April 2020	April 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastics reading diagnostic tool and data collected from ongoing guided walkthroughs.
April 2020	April 2020	Grade level teachers will continue to monitor instructional strategies by analyzing student work using the myView literacy writing rubrics through regular weekly grade level meetings and professional development as needed. <b>(Hallmark 4)</b>
April 2021	April 2021	Superintendent Day PD- address district initiative/PLC Part 3 on differentiation of instruction.
May 2020	May 2020	Grade level teachers will co-plan unit by unit to ensure all components of myView are implemented during instruction with an emphasis on academic language & differentiation. <b>Hallmark 2 &amp; 4</b>
May 2020	May 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps, feedback and the level of differentiation observed.
May 2020	May 2020	Grade level leaders share and reflect on strategies on differentiation within the readers and writers workshop to improve academic

Math Goal

		language, ensure differentiation and begin to explore ways to improve open end responses (2 & 4 point).
May 2020	May 2020	Teachers continue to differentiate instruction based on assessment data using assessment tools including (unit Test) in MyView Literacy, teacher created formative assessments, and Scholastic's reading diagnostic tool and data collected from ongoing guided walkthroughs.
May 2020	May 2020	Grade level teachers will continue to monitor instructional strategies by analyzing student work using the myView literacy writing rubrics through regular weekly grade level meetings and professional development as needed. (Hallmark 4)
May 2021	May 2021	Teachers will conduct benchmark assessment of math using Common Formative Assessments & NWEA for differentiation of instruction.

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
Access to technology	Work with district officials to ensure students have access to devices.	March 2020-present
Inconsistent attendance on distance learning platforms	Home visits by school social worker and parent liaison. Various communication methods with parents (Dojo, text message, phone calls)	March 2020-present
Lack of benchmark data- unable to administer benchmark data.	Informal assessments Benchmark administration via learning platform	March 2020-present

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
1.0	.82

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?)
<b>Lack of consistent instructional delivery resulted in students' limited experiences with rigorous, relevant, and integrated lessons.</b>	Yes, multiple grade levels.
<b>Lack of differentiation in the instructional blocks.</b>	Yes, 3rd-6th
<b>Students scored lowest on reading and writing assessments.</b>	Yes, 3rd- 6th

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	Action
August 2020	September 2020	Principal designates a team (grade level leaders) to ensure the roll out of the myView/ miVision literacy program.
August 2020	August 2020	Teachers attend myView/miVision Professional Development to learn about how to implement reader's and writer workshops with fidelity.
August 2020	August 2020	Instructional leaders will provide professional development on setting up rituals and routines of myView/ miVision Reader's and Writer's workshop.
Aug. 2020	August 2020	A subcommittee will be established to create activities that mirror NYSESLAT using the essential components needed to determine student need.
September 2020	October 2020	Teachers set up rituals and routines of myView/miVision Reader's and Writer's workshop in their classrooms.
September 2020	September 2022	Teachers will conduct benchmark assessments of reading using Fountas & Pinnell Sistema de Evaluacion(k-2) & EDL (3-6)
September 2020	October 2020	Teachers will conduct benchmark assessments using NWEA and use data for differentiation of instruction.
September 2020	October 2020	<b>Grade Level Meetings</b> Week 1 ELA-myview/mivision roll out

ELP or School-Selected Goal

		<p>Week 2 Math-Rituals and routines of math workshop</p> <p>Week 3 ELP-Setting up rituals and routines of readers and writers workshop, co-planning models</p> <p>Week 4 RTI-creating and setting up yearly documents</p>
September 2020	September 2020	Grade level/ENL/SPED teachers will co-plan unit by unit to ensure all components of myView/miVision are implemented during grade level meetings. Provide professional development on effective co-planning.
September 2020	December 2020	Lesson plans that reflect evidence of co-planning will include, but will not be limited to differentiation, scaffolding of texts and other supports such as visual supports and native language.
September 2020	December 2020	Grade level/ ENL/ SPED teachers will create differentiated groups based on benchmark data, learning needs and NYSESLAT levels. (Hallmark 2: Rich Discussion)
September 2020	October 2020	ENL teachers will utilize the students performance on tasks (based on NYSESLAT elements) to determine instructional practices needed to ensure student growth
October 2020	December 2020	Students performance will be used to identify specific language needs of students, with a focus on those at the Entering, Emerging and Transitioning levels. (Hallmark 4: Vocabulary/Language)
September 2020	October 2020	Collaboration with Special Education teachers to create differentiated centers based on student learning needs and grade level standards.
September 2020	October 2020	Incorporate the NYSESLAT Data information in student Data Notebooks for grades 3-6 to involve the students in the process
September 2020	October 2020	Grade level teachers will identify instructional strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts) through regular ongoing professional development and weekly grade level meeting Hallmark 4
October 2020	October 2020	Grade level/ENL/SPED teachers will co-plan unit by unit to ensure all components of myView/miVision are implemented during grade level meetings.
October 2020	November 2020	<p><b>Grade Level Meetings</b></p> <p>Week 1 ELA-Writing Portfolios</p> <p>Week 2 Math-creating differentiated lesson plans by analyzing student work. (Hallmarks 1-4)</p> <p>Week 3 ELA-Using benchmark data to differentiate instruction</p> <p>Week 4 RTI-Tier 2 and Tier 3 students</p>
October 2020	November 2020	Professional development on effective co-planning, scaffolding, differentiation, academic language and other ELL/bilingual instructional strategies.
October 2020	November 2020	Assess the impact of the activities based on all data points for Reading and writing for all students as a teaching tool to inform



ELP or School-Selected Goal

		instruction (Hallmarks 1& 2: Engaging Texts and Rich Discussion ) <u>using assessment tools in MyView/MiVision Literacy</u>
October 2020	October 2020	Grade level teachers will monitor instructional strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts) through regular ongoing professional development and weekly grade level meeting Hallmark 4
October 2020	November 2020	Assess the impact of the activities based on all data points for Reading and writing for all students as a teaching tool to inform instruction (Hallmarks 1& 2: Engaging Texts and Rich Discussion ) <u>using assessment tools in MyView/MiVision Literacy</u>
October 2020	October 2020	Differentiate instruction based on assessment data-assessment tools (unit Test) in MyView.MiVision Literacy, teacher created formative assessments
October 8, 2020	October 8, 2020	½ Day PD- address district initiative/PLC Part 1 on differentiation of instruction
October 9, 2020	October 9, 2020	Superintendent Day PD- address district initiative/PLC Part 2 on differentiation of instruction.
October 2020	October 2020	Differentiate instruction based on assessment data-assessment tools (unit Test) in MyView/MiVision Literacy, teacher created formative assessments.
November 2020	November 2020	Grade level/ENL/SPED teachers will co-plan unit by unit to ensure all components of myView/miVision are implemented during grade level meetings.
November 3, 2020	November 3, 2020	Superintendent Day PD- address district initiative/PLC Part 2 on differentiation of instruction.
November 2020	December 2020	<b>Grade Level Meetings</b> Week 1 ELA-ELA CFA data (analyzing student work Hallmark 4) Week 2 Math-Math CFA data (analyzing student work Hallmark 4) Week 3 ELA-Monitor Instructional Strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work (Hallmark 4) Week 4 Math - Monitor Instructional Strategies Week 5 RTI - Analyze data using protocols
November 2020	December 2020	Bilingual & ENL teachers will implement key strategies and devise a monitoring schedule using mivision.
December 4, 2020	December 4, 2020	½ Day PD- address district initiative/PLC Part 2 on differentiation of instruction
December 2020	December 2020	Grade level/ENL/SPED teachers will co-plan unit by unit to ensure all components of myView/miVision are implemented during grade level meetings.

ELP or School-Selected Goal

December 2020	December 2020	Grade level teachers will monitor instructional strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work through weekly grade level meetings and if necessary, professional development (Hallmark 4)
December 2020	December 2020	Administrators and/or ILT will conduct walkthroughs and/or learning walks and debrief immediately afterwards to discuss trends, gaps and feedback.

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
NWEA	<b>43% of ELL students met growth targets</b>	<b>53% of ELL students meet growth targets</b>
Aims Web Plus		
EDL (3-6)		
Sistema de Evaluacion(K-2)		

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2021	January 2021	Grade level meetings with the focus on creating differentiated lesson plans to meet the needs of various skill levels. (Hallmarks 1-4)
January 2021	February 2021	<p><b>Grade Level Meetings</b></p> <p>Week 1 ELA-ELA CFA data (analyzing student work Hallmark 4)</p> <p>Week 2 Math-Math CFA data (analyzing student work Hallmark 4)</p> <p>Week 3 ELA-Monitor Instructional Strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work (Hallmark 4)</p> <p>Week 4 Math - Monitor Instructional Strategies</p> <p>Week 5 RTI - Analyze data using protocols</p>

ELP or School-Selected Goal

February 2021	February 2021	Grade level meetings with the focus on creating differentiated lesson plans by analyzing student work. (Hallmarks 1-4)
February 2021	February 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and provide actionable feedback on implementation and next steps for differentiation
February 2021	March 2021	<p><b>Grade Level Meetings</b></p> <p>Week 1 ELA-ELA CFA data (analyzing student work Hallmark 4)</p> <p>Week 2 Math-Math CFA data (analyzing student work Hallmark 4)</p> <p>Week 3 ELA-Monitor Instructional Strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work (Hallmark 4)</p> <p>Week 4 Math - Monitor Instructional Strategies</p> <p>Week 5 RTI - Analyze data using protocols</p>
March 2021	March 2021	Grade level meetings with the focus on creating differentiated lesson plans by analyzing student work. (Hallmarks 1-4)
March 2021	March 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and provide actionable feedback on implementation and next steps for differentiation
March 2021	March 2021	½ Day PD- address district initiative/PLC Part 3 on differentiation of instruction
March 2021	April 2021	<p><b>Grade Level Meetings</b></p> <p>Week 1 ELA-ELA CFA data (analyzing student work Hallmark 4)</p> <p>Week 2 Math-Math CFA data (analyzing student work Hallmark 4)</p> <p>Week 3 ELA-Monitor Instructional Strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work (Hallmark 4)</p> <p>Week 4 Math - Monitor Instructional Strategies</p> <p>Week 5 RTI - Analyze data using protocols</p>
April 2021	April 2021	Grade level meetings with the focus on creating differentiated lesson plans by analyzing student work. (Hallmarks 1-4)
April 1, 2021	April 30, 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and provide actionable feedback on implementation and next steps for differentiation
April 30, 2021	April 30, 2021	Superintendent Day PD- address district initiative/PLC Part 3 on differentiation of instruction.

ELP or School-Selected Goal

May 1, 2021	May 31, 2021	Grade level meetings with the focus on creating differentiated lesson plans by analyzing student work. (Hallmarks 1-4)
May 1, 2021	May 31, 2021	Administrators and/or ILT will conduct walkthroughs and/or learning walks and provide actionable feedback on implementation and next steps for differentiation
May 15, 2021	May 31, 2021	Administer Benchmark #3 tests
May 2, 2021	May 31, 2021	<b>Grade Level Meetings</b> Week 1 ELA-ELA CFA data (analyzing student work Hallmark 4) Week 2 Math-Math CFA data (analyzing student work Hallmark 4) Week 3 ELA-Monitor Instructional Strategies (i.e. graphic organizers, display of academic vocabulary such as a word wall, anchor charts)and analyze student work (Hallmark 4) Week 4 Math - Monitor Instructional Strategies Week 5 RTI - Analyze data using protocols

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
Access to technology	Work with district officials to ensure students have access to devices.	March 2020-present
Inconsistent attendance on distance learning platforms	Home visits by school social worker and parent liaison. Various communication methods with parents (Dojo, text message, phone calls)	March 2020-present
Lack of benchmark data- unable to administer benchmark data.	Informal assessments  Benchmark administration via learning platform	March 2020-present

Chronic Absenteeism or School-Selected Goal

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)
<b>ALL</b>	By June 2021, the school's Chronic absenteeism rate will be 30.5% or lower.	The school's 2018-2019 Chronic absenteeism rate was 43.9
<b>ELL</b>	39.5	55.3
<b>SWD</b>	41	56.2

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?)
The school has a transient population that relocates to various parts of the country and it is difficult to connect with new schools or verify enrollment outside of the country.	Bilingual
A review of data showed that families of students are chronically absent.	No

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	Action
August 2020	August 15, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will review the 2019-2020 attendance data to explore ways to support improved attendance. 1) returning students who were chronically absent in 2019-20. These students will be given Tier 3 support. 2) incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 support in the first half of the year. 3) returning students who missed between 14 and 17 days in 2019-20. These students will be given Tier 2 support in the first half of the year.
August 15, 2020	August 22, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will work toward developing Tier 2 and 3 supports. Tier 3 Support: ie identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the

Chronic Absenteeism or School-Selected Goal

		assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
September 9, 2020	September 11, 2020	School communication and implementation of Perfect Class Attendance Incentive (Pizza party for 25 days of perfect classroom attendance) with monthly announcements & an email with a visual graph for teachers and students to review together.
August 2020	January 2021	School communication to families regarding the cumulative impact on learning when students take extended leaves.(communicated before each scheduled holiday)
August 2020	January 2021	School leadership will meet weekly with the Parent liaison and social worker to analyze student attendance data in SPA. Team to determine next steps in providing support to students and families to improve attendance.
August 2020	January 2021	Parent liaison will refer homeless families to available community resources and support.
September 2020	September 2020	Parent Liaison, Social Worker, School Counselor to meet with Administration weekly to review SPA data (Attendance Meeting every Tuesday)
September, 2020	September, 2020	<ul style="list-style-type: none"> <li>● Perfect class attendance incentive pizza party,</li> <li>● School communication and implementation of highest attendance incentive</li> <li>● School Social Worker to refer homeless families to community agencies</li> <li>● Winter Communication Surveys at Movie Night, Health and Fitness Night</li> <li>● Parent Liaison will interact with parents and report to SBPT on scheduled meeting dates</li> <li>● Parent Liaison to interact daily with parents and at Muffins with Mom and Donuts for Dads events</li> </ul>
October, 2020	October, 2020	Parent Liaison, Social Worker, School Counselor to meet with Administration weekly to review SPA data (Attendance Meeting every Tuesday)
October, 2020	October, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will review the 2019-2020 attendance data to explore ways to support improved attendance. 1) returning students who were chronically absent in the previous month. These students will be given Tier 3 support. 2) incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 support in the first half of the year.

Chronic Absenteeism or School-Selected Goal

		3) returning students who missed between 14 and 17 days in 2019-20. These students will be given Tier 2 support in the first half of the year.
October, 2020	October, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.)
October, 2020	October, 2020	School Social Worker to refer homeless families to community agencies
October, 2020	October, 2020	Parent Communication Survey at Hispanic Heritage Month
November, 2020	November, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
November, 2020	November, 2020	School attendance team will make home visits and develop student/family contracts to improve attendance.
November, 2020	November, 2020	Ice cream social for quarterly perfect attendance
November, 2020	November, 2020	School Social Worker to refer homeless families to community agencies
November, 2020	November, 2020	Parent Communication Survey at Bingo for Books
December, 2020	December, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will review the previous month attendance data to monitor improved attendance and provide community resources if necessary.
December, 2020	December, 2020	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
December, 2020	December, 2020	School Social Worker to refer homeless families to community agencies
December, 2020	December, 2020	Parent Communication Surveys at Winter Concert
January, 2021	January, 2021	School communication to families regarding the cumulative impact on learning when students take extended leaves.
January, 2021	January, 2021	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.

Chronic Absenteeism or School-Selected Goal

January, 2021	January, 2021	School Social Worker to refer homeless families to community agencies
January, 2021	January, 2021	Parent Communication Surveys at Movie Night
February, 2021	February, 2021	School Social Worker to refer homeless families to community agencies
February, 2021	February, 2021	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
March, 2021	March, 2021	School Social Worker to refer homeless families to community agencies
March, 2021	March, 2021	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
March, 2021	March, 2021	Winter Communication Survey at Health & Fitness Night
April, 2021	April, 2021	School communication to families regarding the cumulative impact on learning when students take extended leaves.
April, 2021	April, 2021	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
April, 2021	April, 2021	School Social Worker to refer homeless families to community agencies
May, 2021	May, 2021	School Social Worker to refer homeless families to community agencies
May, 2021	May, 2021	School attendance team (Parent Liaison, School Social Worker, School Counselor and Administration) will monitor the Tier 2 and 3 support that were put in place (mentors, home-school contact, etc) and identify additional initiatives to support attendance.
May, 2021	May, 2021	Winter Communication Survey at Spring Concert

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools with Chronic Absenteeism goals should have a mid-year benchmark for each identified subgroup.</p>			
<b>Data Source</b>	<b>Subgroup</b> (CSI use "All Students")	<b>January 2020 Results</b>	<b>January 2021 Target</b>



Chronic Absenteeism or School-Selected Goal

% of students with 9 or more absences <i>(replace with alternate data source if not using a CA goal)</i>	<b>All students</b>		37.5
	<b>ELLS</b>		46.9
	<b>SWD</b>		48.1

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	Refine and monitor ongoing implementation of Highest Rate of Attendance Incentive (One bike per band given at last School Wide Morning Meeting of the school year to an individual at each band (one at primary K-3 and another at Intermediate 4-6) with highest attendance rate for the year).
January 2021	June 2021	Hold monthly attendance meetings to review attendance data.
January 2021	June 2021	Refine and monitor ongoing implementation of Perfect Class Attendance Incentive (Pizza party for 25 days of perfect classroom attendance) with monthly announcements & an email with a visual graph for teachers and students to review together.
January 2021	June 2021	Refine and monitor ongoing implementation of Quarterly Perfect Attendance Incentive for individuals who had perfect attendance will attend an ice-cream social quarterly.
January 2021	June 2021	School communication to families regarding the cumulative impact on learning when students take extended leaves.
January 2021	June 2021	Parent liaison will refer homeless families to available community resources and support.
January 2021	June 2021	Assess the impact of the activities by using the attendance information from SPA
January 2021	June 2021	School leadership will meet weekly with the Parent liaison and social worker to analyze student attendance data in SPA. Team to determine next steps in providing support to students and families to improve attendance. Students with improved attendance will receive phone calls home acknowledging their improvements as well as participate in the most improved attendance ice cream social.

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)*

Chronic Absenteeism or School-Selected Goal

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Tracking families with non participation and contact with teachers or related services providers.	Weekly attendance meetings followed by phone calls or home visits.	August 2020
Accelerate student learning	Opportunities for supplemental distance learning outside the school day.	August 2020
Social Emotional Health Supports	Social worker and Guidance counselor provide Restorative training and resources to teachers and support students with transition back to school.	September 2020-June 2021
<b>Technology- chromebooks Access to distant learning platforms</b>	Take home devices- District provided chromebooks to students in grades 4-6. District has provided access to online learning platforms.	June 2020

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Parents	Does staff at your school care about what families think?	80% of parents will agree that staff at this school care about what families think.	<b>2019 Results</b> 55% Strongly Agree 40% Agree 0% Strongly Disagree 5% Don't know

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Strong Parent Liaison relationship with families
Multiple venues to elicit parent feedback
Consistent PTO meetings to strengthen home school & community connection

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
8-2020	9-2020	Survey Cards available at student orientations with the targeted question.
8-2020	1-2021	Parent Liaison will interact daily with parents and report to the school based planning team on scheduled dates.
9-2020	10-2020	Survey Cards available at Open House and Parent Teacher Conferences with targeted questions.

## 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
Sign in Sheets for any events that include parents.	10% in number of parents attending events and completing survey
Response to survey questions	98% of parents agreeing on the survey question (Does staff at your school care about what families think?)

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/2021	3/2021	Winter communication - survey cards or chromebooks at evening events to survey parents on their feelings regarding our school's community.
1/2021	6/2021	Parent liaison will interact daily with parents to report to SBPT on scheduled meeting dates
4/2021	6/2021	Donuts for Dads
5/2021	6/2021	Muffins for Moms

### 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

Survey Goal

Providing support and resources to families upon the return to a structured school day on compass.	School social worker, counselor and staff will work collaboratively to identify needs and provide the necessary support.	September 2020-June 2021

## Submission Assurances

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

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](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).