**New York State EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

# 2020-21
# School Comprehensive Education Plan
# (SCEP)

| District | School Name | Principal | Grades Served |
|---|---|---|---|
| **RCSD** | Andrew J Townson #39 | Shalonda Garfield | PreK-6 |

## 2018-19 Accountability Data

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

**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 | 1 | 1 | | 1 | 1 |
| Hispanic | 1 | 2 | 1 | | 1 | 1 |
| White | 1 | 1 | 1 | | | 1 |

# Stakeholder Participation

## Background

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

## Required Steps

There are five distinct steps involved with developing the SCEP:

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

## Meeting Dates

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

| Meeting Date | Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes | Step 2: Determining priorities and goals based on the needs identified | Step 3:  Identifying an evidence-based intervention | Step 4:  Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | Step 5: Identifying a plan to communicate the priorities with different stakeholders |
|---|---|---|---|---|---|
| *Example: 3/6/20* | *x* | *x* | | | |
| 5/29/20 | | | x | | |
| 6/2/20 | x | x | | x | |
| 6/3/20 | x | x | | x | |
| 6/10-12/20 | x | | | | |
| 6/12/20 | x | | | x | x |
| 6/23/20 | | | | x | x |
| 6/30/20 | | | | x | x |

## TSI Schools Only

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

| Stakeholder group | How the perspectives of this group have been incorporated into the SCEP |
|---|---|
| Teachers responsible for teaching each identified subgroup | Bevilacqua, White-Spraggins, Reininger, Brooks, Bergh, Lazarevski, Fischer, Buck<br><br>Review action plan and receive feedback from ESOL Teacher and classroom teachers who have ELL students receiving ESOL Services. |
| Parents with children from each identified subgroup | Roldan<br>VanDam<br><br>Parent Liaison provides SCEP to parents and receives feedback via follow up phone call. |
| Secondary Schools: Students from each identified subgroup | |

## Stakeholder Involvement Signature Page

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

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

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

| Stakeholder Name | Role | Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 5/29 | 6/2 | 6/3 | 6/10 | 6/11 | 6/12 | 6/17 | 6/23 | 6/30 |
| | | | | | Review SCEP | | | | | |
| Aaronette Harris | Parent | | | | x | x | | x | x | x |
| Orlanda Collins | Parent | x | x | | x | x | | x | x | x |
| Cassi VanDam | Parent | | | | | | | x | | |
| Evelyn Rodriquez | Parent | | | | | | | x | | |
| Milagros Lloren | Parent ENL | | | | | | | x | | |
| Ashlee Bevilacqua | ILT, ESOL Teacher | | | x | x | x | x | | | |
| Danielle Bonnewell | Teacher, Prek | x | | x | x | x | x | | x | x |
| Ivy Clark | Teacher, Grade 3 | x | | x | x | x | x | | x | x |
| Akilah Collins | Administrator, AP | x | | x | x | x | x | | | |
| Jacquelyn Cox | Administrator | x | x | | x | x | x | | | |
| Megan Dorsett | ILT, SE Teacher | Ye | | x | x | x | x | | | |
| Elizabeth Grazul | ILT, Teacher | | | x | x | x | x | | | |
| Tiana Junious | Teacher, Grade 6 | x | x | | x | x | x | | x | x |
| Kimberly Marshall | ILT, Reading Teacher | | | x | x | x | x | | | |
| Michelle Morales | ILT, Reading Teacher | x | | x | x | x | x | | x | x |
| Yvetta Nelson | Parent Liaison/RAP | x | x | | x | x | x | | x | x |
| Kyrstal Russell-Postell | Teacher, SE Teacher | x | | x | x | x | x | | x | x |

| Name | Role | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Kathleen Schello** | Teacher, Kindergarten | x | | x | x | x | x | | x | x |
| **Brandi Smith** | Administrator | x | | x | x | x | x | | x | x |
| **Dorothy Tisdale** | ILT, Teaching Assistant SE | | | x | x | x | | | x | |
| **Jason Valenti** | Teacher, Grade 5 | x | | x | x | x | x | | x | x |
| **Laura Weaver** | Social Worker | | x | | | | | | | |
| **Shalonda Garfield** | Principal | | | | | | | | 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:

| Strategy Identified | Professional Learning Communities |
|---|---|
| SCEP Goal(s) this strategy will support | ELA, Mathematics, Climate, Chronic Attendance, ELP |

☐  **Clearinghouse-Identified**

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

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

☐ **School-Identified**

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

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

# ELA Goal

| Subgroup (CSI schools use "All Students") | June 2021 Goal | 2018-19 ELA Academic Achievement Index |
|---|---|---|
| **All** | 54.2 | 36 |
| **ELL** | 29.6 | 0 |
| **Hispanic** | 58.1 | 30.9 |
| **White** | 58.1 | 44.8 |

## 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?) |
|---|---|
| Instructional strategies are not consistent across grade levels. | All grades |
| Lack of professional learning to develop consistency with the workshop model or specific strategies being measured. | All grades |

## Action Plan: August to January

| What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*) | | |
|---|---|---|
| **Start** | **End** | **Action** |
| August 1, 2020 | September30, 2020 | The Instructional Leadership Team will develop a comprehensive professional learning plan for 2020-2021 school year which includes the following school priorities:<br>- myView miVision<br>  - Learning Labs<br>  - Program rollout<br>- RCSD ELA 6-8 curriculum<br>- School Wide Instructional Strategy for Constructed Response<br>  - Topic, Evidence, Analysis, Link (TEAL)<br>- Workshop Model<br>  - Scholar/Teacher Conferences<br>  - Guided Reading & Centers<br>  - Vocabulary/High Utility Words |
| August 1, 2020 | September 30, 2020 | Instructional Leadership Team will establish Meeting Wise protocols for all collaborative meetings (Grade level, School Based Planning Team, Instructional Leadership Team, Partners in Education(PTO)) i.e. rolling agenda, professional learning norms |
| September 8, 2020 | December 18, 2020 | All teachers will teach the required curriculum and adhere to the master schedule. |

| September 8, 2020 | September 30, 2020 | The Instructional leadership team will create a calendar for learning walks and coaching. |
|---|---|---|
| September 8, 2020 | December 18, 2020 | Implement feedback loops to ensure ongoing feedback and reflection with a focus on continuous improvement.<br>- Feedback via daily administrative walkthroughs<br>- Feedback via evaluation process<br>- Non-evaluative feedback via Learning Walks (ILT Team Schedule) |
| September 15, 2020 | October 15, 2020 | Observation and teacher self-selection process for Learning Labs. |
| September 1, 2020 | December 18, 2020 | Implement intervention to support tiered instructional needs:<br>- Tier 1 Instruction that includes differentiation & targeted intervention supports during core instruction<br>- Tier 2 Intervention for all teachers myView intervention program<br>- Tier 3 Intervention pull out System 44, Read 180, Workshop |
| September 1, 2020 | December 18, 2020 | Teachers will use the school-wide instructional strategy TEAL (Topic, Elaborate, Analyse, Link) to develop scholar proficiency in structuring short and extended written responses. |
| September 1, 2020 | December 18, 2020 | Professional Learning Communities (Grade level teams) will meet weekly to engage in collaborative work using a rotating schedule:<br>Week 1: ELA ( myView Literacy, professional learning, Data Wise - Looking at Student Work Protocols (LASW) etc.<br>Week 2: Math (Math Modules, ZEARN, professional learning, Data Wise- LASW protocols etc.)<br>Week 3: Data Driven Practices via Data Wise<br>Week 4: Intervention<br>Week 5: Social Emotional Learning |
| September 8, 2020 | September 30, 2020 | The Instructional Leadership Team will create a calendar for the Professional Learning meetings. |
| September 1, 2020 | December 18, 2020 | The Instructional Leadership Team will use the data wise process to review benchmark data focusing on how ALL scholars across a particular grade level is approaching a specific standard i.e Priority question might be *How do scholars approach finding the main idea in literature?* |

## 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** |
| MyView Common Assessment (Tentative) | Student growth was not consistent across the grade levels. | Scholars will meet benchmark targets leading to a decrease in scholars performing below grade level. |
| NWEA | Scholars did not meet projected growth measures. | Scholars will meet NWEA benchmark targets leading to a decrease in scholars performing at level 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 **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)* | | |
|---|---|---|
| **Start** | **End** | **Action** |
| January 11, 2021 | January 29 2021 | Administer NWEA and myView benchmark assessments to all scholars.. |
| February 1, 2021 | February 20, 2021 | Use NWEA, myView benchmark assessment data to regroup homogenous groups of scholars in Guided Reading groups and Multi-Tiered System of Supports (MTSS) groups. |
| January 1, 2021 | May 1, 2021 | Provide ongoing feedback, professional development and coaching support to classroom teachers. |
| January 1, 2021 | February 15, 2021 | Continue feedback loops to ensure ongoing feedback and reflection with a focus on continuous improvement.<br>- Feedback via daily administrative walkthroughs<br>- Feedback via evaluation process<br>- Non-evaluative feedback via Learning Walks (ILT Team Schedule) |

## 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** |
| Distance learning has created a challenge with contacting students for daily instruction. | Home visits<br>Drop off work packets with teacher contact information | August 31, 2020 |
| Lack of technology and internet to connect with live teaching platforms | Google Classroom-<br>You Tube - record videos of teaching<br>Class Dojo- link into videos<br>SeeSaw | August 31, 2020 |

| | | |
|---|---|---|
| Secure technology and internet to connect with live teaching platforms, programs, and software. | Establish a consistent platform for virtual learning. | |
| Meeting required mandated hours for support services | Google Classroom<br>Zoom breakouts<br>Phone call sessions<br>Food sites | August 31, 2020 |
| Develop an accountability/responsibility system for Consistency of scholars  participating in daily lessons | Record Youtube lessons<br>Grade levels work together to provide multiple offerings of a lesson to meet students home schedules<br><br>Identify Instructional Deliverables<br>Students can take a picture of work<br>Log-in to learning platforms | August - November |
| | | |
| Missed content from spring 2020 will need to be covered in fall 2020. | RCSD continuity of learning resources will be utilized. | August - November |

## Math Goal

| Subgroup (CSI schools use "All Students") | June 2021 Goal | 2018-19 Math Academic Achievement Index |
|---|---|---|
| **All** | 44.9 | 33.5 |
| **ELL** | 32.5 | 12.9 |
| **Hispanic** | 51.6 | 29.7 |
| **White** | 58.1 | 31 |

## 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?) |
|---|---|
| Need to increase and adapt instructional strategies to teach multi-step word problems. | All Grades |
| Lack of exposure to academic content vocabulary. | All Grades |

## Action Plan: August to January

| What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*) | | |
|---|---|---|
| **Start** | **End** | **Action** |
| | | |
| **August 30, 2020** | **September 30, 2020** | The Instructional Leadership Team will develop a comprehensive professional learning plan for 2020-2021 school year.<br>- RCSD K-12 Math Curriculum<br>- Zearn (Resource for math workshop & intervention)<br>- RDW(Read Draw Write)/PSS (Problem solving strategy)<br>- Discussion Protocols & Total Participation techniques<br>- Next Gen Standards/Scope and Sequence<br>- Instructional Framework<br>- Workshop Model |
| September 8, 2020 | September 30, 2020 | The Instructional Leadership Team will establish Meeting Wise protocols for all collaborative meetings (Grade level, math vertical teams)) i.e. rolling agenda, professional learning norms |
| September 8, 2020 | December 18, 2020 | Professional Learning Communities (Grade level teams) will meet weekly to engage in collaborative work using a rotating schedule::<br>Week 1: ELA ( myView Literacy, professional learning, Data Wise - Looking at Student Work Protocols (LASW) etc.<br>Week 2: Math (Math Modules, ZEARN, professional learning, Data Wise- LASW protocols etc.)<br>Week 3: Data Driven Practices via Data Wise |

| | | |
|---|---|---|
| | | Week 4: Intervention<br>Week 5: Social Emotional Learning |
| September 8, 2020 | December 18, 2020 | Teachers will use discussion protocols: Talk/discuss to build both conversational and academic language and knowledge. All students will participate in academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language and the problem solving checklist |
| September 8, 2020 | December 18, 2020 | All students will write in math journals daily using academic language to express and explain their mathematical reasoning in multiple ways. |
| September 8, 2020 | December 18, 2020 | All students will use a variety of vocabulary and concept building strategies to strengthen their knowledge of academic vocabulary and high utility math words. |
| September 14, 2020 | December 18, 2020 | The Math vertical team will meet monthly to analyze Math data, pacing, expectations, and report to grade level PLC. |
| October 5, 2020 | December 18, 2020 | Implement instructional review time in grades 3-6 for students in each classroom, after each module in Mathematics. |
| October 5, 2020 | December 18, 2020 | Math vertical team will establish a monthly benchmark of 2-3 step word problems for students and use the looking at student work protocols including the use of NYS rubrics and scoring policies during PLC time. |
| October 5, 2020 | December 18, 2020 | Math vertical team will establish a monthly math fluency/facts assessment, to be analyzed at grade level PLC. |
| September 8, 2020 | December 2020 | Implement intervention to support tiered instructional needs:<br>- Tier 1 Instruction that includes differentiation & targeted intervention supports during core instruction<br>- Tier 2 Intervention for all teachers ZEARN or other digital resource<br>- Tier 3 Intervention pull out and/or intensive small group 1:1 help |
| September 8, 2020 | December 18, 2020 | Implement feedback loops to ensure ongoing feedback and reflection with a focus on continuous improvement.<br>- Feedback via daily administrative walkthroughs<br>- Feedback via evaluation process<br>- Non-evaluative feedback via Learning Walks (ILT Team Schedule) |

## 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** |
| **E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.** | Analyze the 2 point constructed responses to determine progress of individual scholars and to identify school wide trends. We did not see consistent growth within the first half of the school year. | Analyze the 2 point constructed responses to determine progress of individual scholars and to identify school wide trends. We expect to see students increase proficiency. |

## Planning for January to June

| If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)* | | |
|---|---|---|
| | | |
| January 4, 2021 | January 25, 2021 | Reflect on PL Plan and outlined priorities and adjust where necessary. |
| January 25, 2021 | February 8, 2021 | Ongoing feedback loops to ensure ongoing feedback and reflection with a focus on continuous improvement.<br>- Feedback via daily administrative walkthroughs<br>- Feedback via evaluation process<br>- Non-evaluative feedback via Learning Walks (ILT Team Schedule) |
| January 4, 2021 | June 21, 2021 | Continue monthly administration of a 2-3 step word problem identifying trends and needs related to teaching and learning. |
| January 4, 2021 | June21, 2021 | Professional Learning Communities (Grade level teams) will meet weekly to engage in collaborative work using a rotating schedule::<br>Week 1: ELA ( myView Literacy, professional learning, Data Wise - Looking at Student Work Protocols (LASW) etc.<br>Week 2: Math (Math Modules, ZEARN, professional learning, Data Wise-LASW protocols etc.)<br>Week 3: Data Driven Practices via Data Wise<br>Week 4: Intervention<br>Week 5: Social Emotional Learning |
| January 4, 2021 | June 21, 2021 | Teachers will implement required curriculum and school defined instruction strategies including use specific mathematics Vocabulary, Accountable Talk (Rich Discussion), Strategies, and Scaffolds within the Math Workshop. |

## 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** |
| | | |
| | | |

# Chronic Absenteeism or School-Selected Goal

| Subgroup<br>*(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 | 33.2 | 39.3 |
| ELL | NA | 36.7 |
| Hispanic | 37.4 | 48.8 |
| White | NA | 34.4 |

## Root Causes

| What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal? | Is this specific to certain sections of the school (grade/content area?) |
|---|---|
| Need for structures and systematic processes to assess, monitor and address attendance concerns. | Prek-6 |
| Need for scholars to experience academic and social success in a welcoming environment in which they feel a sense of belonging. | Prek-6 |

## Action Plan: August to January

| | | |
|---|---|---|
| What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)* | | |
| **Start** | **End** | **Action** |
| August 1, 2020 | August 31, 2020 | Parent Liaison will identify transportation related concerns for scholars whose attendance may be impacted. |
| August 31, 2020 | September 10, 2020 | Identify an Attendance Committee and set bi-weekly meetings to monitor, assess, and engage in strategic planning to address attendance concerns. |
| August 31, 2020 | September 10, 2020 | Attendance Team identity a week by week tracking system to monitor attendance, identify trends and note action steps. |
| September 5, 2020 | December 31, 2020 | Teachers will take a proactive approach in contacting families of scholars when they miss school to reduce chronic absenteeism from occurring. |

| September 5, 2020 | December 31, 2020 | Teachers develop a personalized classroom system for tracking attendance which includes creating a visual which may include Class Dojo etc. |
|---|---|---|

## 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 |
|---|---|---|---|
| Average daily attendance | **Grade 1 students**<br><br>**May vary based upon AVD.** | 2% decrease in number of students with chronic absences. | Decrease in the number of students with chronic absences in order to stay on target for meeting CA goal. |

## Planning for January to June

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

| Start | End | Action |
|---|---|---|
| January 5, 2021 | June 20, 2021 | The Attendance Committee will meet bi-weekly to monitor scholars'' attendance and collaborate with families to remove barriers and identify family needs/provide additional resources for students and their families. |
| January 5, 2021 | June 20, 2021 | The Parent Liaison will conduct home visits to connect with families regarding improving scholar's attendance. |
| February 15, 2021 | February 28,  2021 | Continue with monthly school-wide celebrations highlighting attendance at school-wide community circle and via data walls. |
| January 5, 2021 | June 25, 2020 | Teachers, Family Liaison, and social workers will contact families of students with chronic absenteeism and record information in Attend Actions and google form. |
| January 5, 2021 | June  20, 2021 | The Attendance Committee will meet bi-weekly to monitor scholar's attendance and identify additional resources for scholars  and their families. |

## 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 |
|------|---------------------|------|
| Distance learning has created a challenge with contacting students for daily instruction | Home visits<br>Drop off work packets with teacher contact information | September 4, 2020 - June 30, 2021 |
| Lack of technology and internet to connect with live teaching platforms | Google Classroom-<br>You Tube - record videos of teaching<br>Class Dojo- link into videos<br>See Saw | August 2020 |
| Parents aren't not accessing work packets. | Increase robo calls and communication to parents to encourage parents to connect children to teaching. | September 2020 |

# Climate 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 are often bullied. | All students will feel safe at school. | 50% of students feel that students are often bullied at school.  (from 2019 survey) |

## Root Causes

| What **theories or hypotheses** does the school have as to why the school received the results identified above? |
|---|
| Academic gaps- not experiencing success in school. |
| Need for restorative practices among scholars and staff. |
| Lack of opportunities for scholars to take on leadership roles to contribute to a positive school climate and culture. |

## 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** |
| June 15, 2020 | August 31, 2020 | Outline clear protocols for school-wide expectations (PBIS Protocols), classroom managed versus office managed behaviors including discipline protocols for requesting support. |
| | | Continue restorative practices with a focus on building and maintaining relationships and using RP protocols to repair relationships when harm has been caused in the school community. |
| June 15, 2020 | August 31, 2020 | Foster a sense of belonging where scholars and staff feel empowered to contribute to a positive school climate & culture.<br>- Staff will greet scholars at the classroom door each morning. All staff on post will provide a warm greeting and smile etc.<br>- Use proactive restorative language when speaking to scholars. |
| June 10, 2020 | August 31, 2020 | The Recess Team will participate in Playworks professional learning and identify strategies to enhance recess  time and to integrate play/movement throughout the school day for all students; create interactive hallways and cooperative/positive interactions among peers. |
| September 15, 2020 | September 30, 2020 | Social emotional support team will provide anti-bullying/DASA workshop for all classrooms |

| September 1, 2020 | September 8, 2020 | Identify a  social emotional support team that includes: reflection room  TA, CFY, Admin, Social Worker, (ALL Teachers) |
|---|---|---|
| August 31, 2020 | September 15, 2020 | Safe on Bus Plan:<br>1. Safety Patrol per bus- reporting (Notebooks, Restorative questions)<br>2. Identify a Morning  problem solving procedure<br>3. Teach bus behavior expectations Ms. Nelson |
| August 15, 2020 | September15, 2020 | Restorative Practices champions will provide professional development for staff in the areas of conducting peace circles, community building activities, and restorative procedures and practices. |
| August 15, 2020 | September 2, 2020 | Provide professional learning on using Class Dojo. Review school wide systems and protocols. |
| September 8, 2020 | September 30, 2020 | Conduct character stations for all scholars explicitly teaching school-wide expectations. |
| September 30, 2020 | December 31, 2020 | All-in approach where staff work collaboratively with scholars in their class and among their grade level teams to identify Townson Tigers demonstrating qualities of a scholar of the month, leadership, etc. to be awarded and recognized publicly at school-wide community circle. |
| September 1, 2020 | September 30, 2020 | Staff will serve as mentors/Champions for scholars in need of Tier 3 social emotional supports |
| September 30, 2020 | November  30, 2020 | The Instructional Leadership Team will engage in data analysis to review referral, suspension, and DASA  incidents quarterly. |
| September 1, 2020 | September 15, 2020 | Explain and establish the procedures for the BUDDY ROOM support system. |
| September 1, 2020 | December 31, 2020 | Monthly School-wide Community Circle to maintain a positive school-community, share data and progress toward school goals, celebrate success, and build culture through scholar leadership roles. |

## Mid-Year Benchmark

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

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

| Data Source | January 2021 Target |
|---|---|
| Suspension Data Disciplinary Referrals Buddy Room Tickets | A decrease in the percentage of students who report that students at the school are bullied - types of  incident reported<br><br>A decrease in suspensions, decrease in DASA reports disciplinary referrals from the 2020 school year in January. |

## 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 5 , 2021 | February 15, 2021 | Conduct round two of character stations for all scholars.Revisit anti-bullying. Scholars engage in reflections on how they are personally contributing to a safe and bully-free environment and adhering to school-wide expectation. |
| January 1, 2021 | June 20, 2021 | Continue with School-wide Community circles. |
| January 1, 2021 | June 26, 2021 | Staff will serve as mentors/Champions for scholars in need of Tier 3 social emotional supports |
| January 15, 2021 | June 1, 2020 | Instructional Leadership Team will review referral, suspension, and bullying incidents quarterly. |
| February 15, 2021 | February 28, 2021 | Administer a student survey to all scholars  to determine their level of feeling a sense of belonging and safe in school. |
| February 15, 2021 | February 28, 2021 | Administer a parent survey to determine parents' perspective of their scholar feeling safe in school. Get parent's input on the use of **Class Dojo** as a form of two-way communication. |

## 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** |
| | |
| Response time is slower when trying to address students in crisis. | Community support to reach students faster and more frequently |
| Problem solving attendance issues is more difficulty. | Home visits, leaving teacher contact |

## 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).