



# 2020-2021 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	George Mather Forbes #4	Karon A. Jackson	Pre-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
<b>All Students</b>	2	2	2	2	2	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
Black	2	2	2		1	1
<b>SWD</b>	4	2	3	1	4	2

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
6/1/2020	X	X			
6/4/2020	X	X	X	X	
6/8/2020	X	X	X	X	
6/12/2020	X	X	X	X	X
6/15/2020	X	X	X	X	X
6/16/2020	X	X	X	X	X
6/17/2020	X	X	X	X	X
6/19/2020	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable to obtain 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)										
		6/1	6/4	6/8	6/12	6/15	6/17	6/19				
Karon Jackson	Principal	x	X	X	X	X	X	X	X			
Delores Davis	Assistant Principal	x	X	X	X	X	X	X	X			
Andrea Garfield	CRT	x	X	X	X	X	X	X	X			
Joseph Dobucki	CRT	X	X	X	X	X	X	X	X			
Matthew Loomis	CRT	x	X	X	X	X	X	X	X			
Erika Rodriguez	CRT	x	X	X	X	X	X	X	X			
Jamie Saladin	Reading Teacher	x	X	X				X	X			
Mckenzie Diamond	Reading Teacher	x	X	X				X	X			
Marteal Dellert	CRT	x	X	X	X	X	X	X	X			
Yaritza Delgado	CRT	x	X	X		X	X	X	X			
Jean Marie Montalbano	BENTE	X	X	X	X	X	X	X	X			
Victoria Bolton	ENL	X	X	X	X	X	X	X	X			
Kimberly Winfrey	CRT	x	X	X	X	X	X	X	X			
Kendrell Brooks	Parents	x		X	X			X	X			
Tacara Windom	Parents	x										

## Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	<b>ELA/Math</b>

**Clearinghouse-Identified**

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

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

Evidence-based Intervention

**School-Identified**

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

<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	99.5	95.4
Black	84.9 *21-22 Goal	80.4
SWD	141.8 NYS MIP	151.9

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?)
Inconsistencies in the full implementation of the Reader's Workshop Model to target students independent/instructional levels.	Grades K-6
Inconsistency with the implementation of Writer's Workshop to address all student's needs.	Grades K-6

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
6/29/2020	7/3/2020	ILT to create a PD calendar for Summer Professional Learning and the school year
7/14/2020	7/23/2020	Data Wise Introduction to staff-Improving Teaching and Learning building wide-Steps 1-4(Organizing the Collaborative Work, Build Assessment Literacy, Create Data Overview, and Dig into the Data
8/17/2020	8/18/2020	<u>Summer Institute Professional Development: MyView Literacy Program and the RCSD 6-8 ELA to support Reader's and Writer's Workshop Model/Data Wise PD Continued Chapter. 5 Examining Teacher Practice.</u>
9/8/20	9/8/2020	<u>Superintendent's Conference Day: Continue with MyView Literacy and Data Wise and RCSD 6-8 ELA</u>
9/9/2020	12/2020	The School will focus on building a writing/reading community by establishing rituals/routines-Grades pre-K-6 (Hallmark- 3)
9/15/2020	1/2021	Administration, Intervention Teachers, ENL and Speech Teachers will work in collaboration with CRT to support the writing component of the new Literacy Program/RCSD 6-8 ELA as well as utilize additional resources needed to improve writing in other genres. (Hallmark 3)



ELA Goal

10/2020	1/2021	Administrator’s Walk-Thru’s will focus on providing feedback to teachers on the District’s Instructional Framework, <u>the 4 Hallmarks of Advanced Literacies</u> : 1. <u>Engaging Texts</u> , 2. <u>Rich Discussion</u> , 3. <u>Frequent Writing</u> , and 4. <u>Academic Vocabulary and Language</u> , core instruction, and the implementation of the new Literacy Program with the focus on targeting students independent/instructional levels in Guided Reading.
10/2020	1/2021	Weekly Grade Level team Meetings, before or after school will focus on MyView literacy, RCSD 6-8 ELA.

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
NWEA	39% of students in grades 1-8 met NWEA growth targets	44% of students in grades K-6 will meet their growth targets

Planning for January to June

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

Start	End	Action
1/2021	6/2021	<p>School-Wide Professional Development opportunities will continue for the new Literacy Program (My View) and the RCSD 6-8 ELA using learning based labs and Step 5 of Data Wise (Examining Instruction) observing teacher practice protocol, key elements:</p> <ul style="list-style-type: none"> <li>● <b>Focus:</b> Review the learner centered problem, provide context for the lessons to be observed, discuss how the observers will focus their attention during the observation)</li> <li>● <b>Observe:</b> view more than one classroom, take notes that capture details about what the teachers and students are saying and doing and what task the students are asked to complete.</li> <li>● <b>Debrief:</b> Discuss the teaching and learning observed using descriptions( not inferences or justments). Commit to next steps</li> </ul>

ELA Goal

		<ul style="list-style-type: none"> <li>● <b>Adjust:</b> Carry out the next steps, agreed upon during debriefing</li> <li>● <b>Follow-up:</b> Discuss what was learned during adjustment and plan future work. (Hallmark 2)</li> </ul>
1/2021	6/2021	Walk-to Intervention groups will change based on benchmark data and progress monitoring. Intervention Teachers, ENL, SPL, CT and Resource Teachers will collaborate with the CRT to continue to support Core Instruction, including Guided Reading. (Hallmark1)
1/2021	6/2021	Administration, Intervention Teachers, ENL, SPL and Resource Teachers will continue to work in collaboration with CRT to support the writing component of the new Literacy Program as well as additional resources needed to improve writing in other genres and RCSD Anchor Teaching and Learning. (Hallmark 3)
1/2021	6/2021	Administrator's Walk-Thru's will continue to focus on providing feedback to teachers on the District's Instructional Framework, <u>the 4 Hallmarks of Advanced Literacies</u> and core instruction.

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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
<b>Appropriate Technology for ALL Students: Gen. Ed., SPED., and ENL (Equity and Access)</b>	<b>District Guidance for remote learning (How/when will technology be delivered?)</b>	<b>August 2020</b>
<b>Effective/Appropriate Technology Training for staff and Parents</b>	<b>Class Dojo training for parents and staff, Zoom training for parents, Google Classroom for parents and staff, older siblings to support at home with technology</b>	<b>August 2020 School 4 Responsible</b>
<b>District Remote Learning Curriculum/Pacing for ELA/Math grades K-6</b>	<b>District Guidance for remote learning</b>	<b>August 2020</b>
<b>Consistent, meaningful Instruction delivered daily for ALL Students</b>	<b>District Guidance for remote Learning</b>	<b>August 2020</b>
<b>Parental support monitoring student's involvement in daily instructional meetings with classroom teachers</b>	<b>District Guidance for remote Learning</b>	<b>August 2020</b>

ELA Goal

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	86.2 *21-22 Goal	81.4
Black	70.3	62
SWD	141.4 NYS MIP	158.7

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?)
Lack of strategies provided on how to solve multi-step problems (Data Wise: Problem of Practice)	Grades K-6
Inconsistencies with workshop model to address all students	Grades K-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
7/14/2020	7/23/2020	<u>Introduction to DATA WISE to All Staff-Steps 1-4 (Organizing the Collaborative Work, Build Assessment Literacy, Create Data Overview, and Did into the Data) via Zoom and Google Classroom-Teacher Leaders(ILT) will turnkey PD.</u>
8/4/2020	9/1/2020	<p><u>Professional Learning Community(PLC)</u></p> <p>We will work as a vertically aligned professional learning community (PLC) to explore the power of mindset and how it is manifested in the elementary math classroom using the book: <u>Mathematical Mindsets by Jo Boaler.</u></p> <p>We will gain insights and strategies regarding how to help encourage a growth mindset and to create experiences</p>

Math Goal

		<p>that will help students to develop strong mathematical mindsets.</p> <p><u>Mathematical Mindset</u></p> <p><u>Chpt. 1 The brain and mathematical learning</u></p> <p><u>Chpt. 2 The Power of Mistakes and Struggle</u></p>	
8/17/2020	8/18/2020	Summer Institute-DATA WISE-Introduction to Examining Instruction-Chapter 5.	
9/2020	10/2020	<p><u>Mathematical Mindset</u></p> <p>Chpt. 3 Th Creativity and Beauty in Numbers</p> <p>Chpt. 4 The importance of flexibility with numbers</p>	
9/8/2020	9/8/2020	Superintendent’s Conference Day-Examining Instruction-Step 5 DATA WISE-Math-Learner Centered Problem, the Problem of Practice, and the Instructional Strategy.	
9/15/2020	1/2021	Begin introducing and gradually Implementing Instructional Strategies Grades K-6 (CUBES and Problem Solving Strategies)	
10/8/2020	10/8/2020	PD-Chapter 6 DATA WISE: Developing the Action Plan	
10/2020	1/2021	The school will use AIMSweb math to progress monitor and benchmarks to drive future instruction. Zearn will be utilized as an intervention during math workshop.	
10/2020	11/2020	<p><u>Mathematical Mindsets</u></p> <p>Chpt. 5 Rich Mathematical Tasks</p> <p>Chpt. 6 Mathematics and the path to equity</p>	
11/2020	12/2020	<p><u>Mathematical Mindsets</u></p> <p>Chpt. 7 From tracking to growth Mindset</p> <p>Chpt. 8 Assessments for a Growth Mindset</p> <p>Chpt. 9 Thinking mathematics for a Growth Mindset</p>	
11/2020 1/2021	5/ 2021	Administration and intervention teachers will conduct benchmark meetings and meet with CRT and Support staff three times a year to monitor student progress toward meeting their growth scores in math.	

## Math Goal

### Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
NWEA	36% of students in grades 1-6 met NWEA growth targets	41% of the students in grades 1-6 will meet NWEA growth targets

### Planning for January to June

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

Start	End	Action
1/2021	6/2021	The school will continue to use the resources for the math curriculum provided by the RCSD to support continuity of instruction. (Hallmark 1)
1/2021	6/2021	We will use the data from bench mark assessments, teacher observations, student work, and Progress monitoring to guide our problem of practice (Hallmark 2)
1/2021	6/2021	The school will continue to build a universal math language to bridge grade levels. (Hallmark 4)
1/2021	6/2021	The school will use AIMSweb math to progress monitor and benchmarks to drive future instruction (Hallmark 2)
1/2021	6/2021	PLC will continue to implement strategies from the book Mathematical Mindsets by Jo Boaler Hallmark 1)

### 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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Appropriate Technology for ALL Students: Gen. Ed., SPED., and ENL	District Guidance	August 2020
FACE TO FACE instruction with Special Abilities' Students	State/District Guidance	September 2020
Effective/Appropriate Technology Training for staff and Parents	School Staff and IT District Support	August 2020

Math Goal

District Remote Learning Curriculum/Pacing for ELA/Math grades K-6	District Guidance	August 2020
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ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
1.00	.74

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?)
Lack of background knowledge, language and academic vocabulary	Grades 3-6

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? <i>(add additional rows as needed)</i>		
Start	End	Action
09/2020	1/2021	Administration, Intervention Teachers, ENL and Speech Teachers will work in collaboration with CRT to support ELP students with the new Literacy Program as well as the 6-8 ELA. They will also utilize additional resources needed to improve writing in other genres. (Hallmark 3)

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>
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ELP or School-Selected Goal

Data Source	January 2020 Results	January 2021 Target
NWEA	43% of ENL students met NWEA ELA growth targets	48% of ENL students will meet NWEA ELA growth targets

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
01/2021	6/2021	Beginning, midyear, and end of the year Building Based Assessment
01/2021	6/2021	Continue with vocabulary and language building and exposure
01/2021	6/2021	Professional Development in Sheltered Instruction Observation Protocol SIOP-ENL to turn-key with SPL Teachers, and CRT's.

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
Home Visits	Use Social Distancing precautionary measures-(Masks/Gloves) to build relationships with families and resources: Books, interactive books from MyView	Fall 2020
Technology	Deliver or make arrangements for technology use and train parents and students on how to appropriately use the technology.	Fall 2020
TOA Technology IT	Do house calls to assist with technology understanding	Fall 2020-May 2021
Language Line	Interpreters to assist parents in understanding language and vocabulary concepts to assist their kids	Fall 2020-May 2021

## Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	31.3	43.8
Black	28.2	41.5
SWD	36.4	50.3

### 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?)
Lack of a strong communication system with the school and the parents for monitoring chronic absenteeism	ALL

### 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
8/2020		Establish a solid system/ Attendance Team and meet weekly to monitor Chronic Absenteeism. Team Members: Assistant Principal, Principal, Parent Liaison, clerkIII, Center for Youth, nurse, and Psychologist
8/2020	1/2021	Robo calls for parents regarding pertinent information regarding transportation/moving deadlines for transportation. Students with chronic illnesses report to the nurse's office at the beginning of the school year, especially if they have a diagnosis from a doctor.
8/2020	1/2021	Ensure that parents are notified well in advance concerning student immunizations for them to have regular attendance in school. School Nurse, Parent Liaison, and Administration will work closely together to make certain that parents and students are given appropriate notification concerning deadlines.
9/2020	1/2021	School-wide/classroom Attendance Incentives for students/parents on a monthly basis to promote student daily attendance.
11/2020	1/2021	Update Information: Change of address/phone number cards will be mailed to parent or given to students. November, January, March and May.

Chronic Absenteeism or School-Selected Goal

Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences ( <i>replace with alternate data source if not using a CA goal</i> )	All Students	32% of students were chronically absent	we will reduce chronic absent by 5%

Planning for January to June

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

Start	End	Action
1/2021	5/2021	Update Information: Change of address/phone number cards will be mailed to parent or given to students. November, January, March and May.
1/2021	6/2021	School-Wide/Classroom Attendance Incentives for parents/students on a monthly basis to promote student daily attendance.
1/2021	6/2021	Pictures of students who have had Perfect Attendance from sept-January will have their pictures posted in the main hallway starting January to June.

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
Staff communicating with families with their personal cell phones-which could also turn into 24 hr. communication on staff personal cell phones	Use class Dojo to connect with parents. Parent will be encouraged to provide new phone numbers and email addresses.  Every 60 days(2mos.) send out a form to parents to requesting new information for communication: cell phone #, Home #'s and email addresses.	8/2020-6/2021

Chronic Absenteeism or School-Selected Goal

	<p>Create a "Cheat Sheet" on how to manipulate technology for students' instructional success.</p> <p>Zoom meeting in August 2020 led by parents with school staff/technical operational support(IT) on maintaining the importance of consistent communication.</p>	
<p>Students not being monitored during the school day(Daily Attendance) by a parent to get on Zoom/Google Classroom and students on by not engaging in the content.</p>	<p>Robo Call/text message/Class DOJO, email to parents that the student is not online-engaging in instruction.</p> <p>Develop a key for parents so that they can identify what aspect of the instruction the students aren't attending to. Ex. On, but not engaging/playing video games, etc., not on/absent from zoom class/has not completed/or looked at google classroom to respond to completing tasks.</p> <p>Zoom-Meetings/Open House(10/2020) throughout the year with parents to keep them abreast of instructional/Parental Etiquette for online learning behavior &amp; Appropriate attire for parents &amp; students, and technical updates</p> <p>Parent Liaison and Attendance Team to create folders with videos to help support parents with manipulating zoom help, DoJo Classroom Help, Google Classroom help-this will also be added to our school website</p> <p>All information sent out will be in English and Spanish.</p>	<p>9/2020-6/2021</p> <p>8/2020 to start</p>

Chronic Absenteeism or School-Selected Goal

<p>Students needing one on one support with paper/pencil tasks(Supporting the learning style of students-visual, audio, etc.</p>	<p>Teachers can develop office hours/times for one on one support-possible with parental guidance if available</p> <p>Teacher can record Zoom meetings/make tutorial lessons for content taught through youtube and post on Class DOJO for parental use and parents can communicate through Class DoJo, email, or phone call.</p> <p>Teachers can use breakout rooms(At some point during the school year) in zoom to provide kids with one to one support. Use students as facilitators and give them ownership of their own/group learning through guidance and expectations/incentives, and rituals/routines during breakout sessions.(Record- breakout sessions for grades 3-6-depending on maturity level of the classrooms-to monitor behavior)</p>	
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## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
ALL	Do you feel Safe at School?	65%	79%

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
1. Some students are afraid to tell when they are being bullied
2. COVID 19
3. Racial Tensions

### 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
9/2020	1/2021	<p>Empower students to stand up for what is right and for the onlookers-we need to encourage them to tell. Give outlets for students to speak out through an anonymous drop box or some other avenue to address the bullying issues.</p> <p>ANTI Bullying Poster contests for all grades-promote ANTI Bullying with books of the month</p> <p>Promote Student Ambassadors to be representative for the student(s) being bullied to report to an adult.</p> <p>Choice ignoring-can be taught for younger grades: K-2 as a start</p> <p>Parents will be notified concerning repeated bullies via phone call/face to face conference. Parents will then be sent a letter with a notification stating that their son/daughter has had a DASA form filled out for their child and that stronger consequences will be in place for the child as a result.</p> <p>Develop/create a sheet that describes what bullying is/not.</p>
		Center For Youth Mediation-train students in the area of peer mediation-with parental support to help guide students in the area of self-confidence and self-empowerment

## 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
Student Survey	65%

### Planning for January to June

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

Start	End	Action
1/2021	6/2021	Center of Youth will develop grade level lunch groups. Once a week each grade level will have a lunch session with the center of youth to discuss students' feelings, issues and problems.
1/2020	1/2020	The school will create a Safety council (students in Grade 3-6) to monitor and resolve bullying and other issues in the building

### 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
Hygiene supports	Clean and disinfect frequently touched surfaces daily and shared objects in between uses.	9/2020
Staff Training	Train staff in all CDC safety actions pertaining to healthy hygiene practices and to check for signs and symptoms of Covid 19 during hours of operation	8/2020
Visible Messages	Signs and messages posted in various areas (entrances, restrooms and gym) concerning safety measures to prevent COVID	8/2020
<b>Communication with parents concerning bullying</b>	Notify parents when their child has turned bullying behaviors into positive behaviors.	9/2020-6/2021

## 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. **X** 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).