



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCS D	Mary McLeod Bethune #45	Sylvia Cooksey	PreK-8

2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	3	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
ELL	2	3	2	2	2	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
<i>Example: 3/6/20</i>	x	x			
4/21/20	X	X			
4/28/20	X	X			
5/5/20		X	X		
5/12/20				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	The SCEP document was created by the School Based Planning Team along with stakeholders relevant to the goals of the school. One of the team members we added for the purpose of creating this document and implementing it is a veteran ESOL teacher, Catherine Hoodak. She participated in helping team members understand the NYSESLAT assessment, gaps she has noticed, and determining appropriate goals and strategies.
Parents with children from each identified subgroup	We initially attempted to do a Zoom call, but no families participated. Prior to finalizing the document our parent liaison reached out to our ENL families for feedback and suggestions. We then Families who required a translator were contacted by our Community School Site Coordinator who is bilingual. We ultimately took feedback from any parent willing to participate, who happen to be the three parents serving on our SBPT. Their names are listed and their feedback was included in the document.
Secondary Schools: Students from each identified subgroup	N/A

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)									
		4/21	4/28	5/5	5/12	6/9	6/12	6/16			
Robert Snyder	Principal	X	X	X	X		X				
Patricia Brockler	Asst. Principal	X	X	X	X		X				
Lia Festenstein	Asst. Principal	X	X	X			X				
Christine Williams	Elementary Teacher	X	X	X	X		X				
Heather Bearce	Elementary Teacher	X	X	X	X		X				
Rebecca Bradstreet	Coach/Intervention Teacher	X	X	X	X		X				
Kimberly Wiesenber	Coach/Intervention Teacher	X	X	X	X		X				
Laura Casey	Elementary Special Education Teacher	X	X	X	X		X				
Catherine Hoodak	ESOL Teacher	X	X	X	X		X				
Patricia Engert	Parent Liaison	X	X	X	X	X	X				
Leslie Hunter	Home School Assistant			X			X				
Deidre Good	Parent							X			
Tracy Fedison	Parent							X			
Michelle Arnold	Parent							X			
Marisol Hardaway	Parent							X			

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Instructional Coaching/Professional Learning Communities
SCEP Goal(s) this strategy will support	ELP (TSI Indicator) Math ELA

Clearinghouse-Identified

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

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

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.

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	64.1	61.7
ELL	38	32.6

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?)
2019-2020 CFA data suggests that students have a hard time constructing responses that adequately address writing prompts.	Whole School
Current Running Reading Record assessments lack a writing component limiting a full assessment of students' literacy capabilities.	Whole School
School lacks a common evidenced based writing practice/strategy across grade levels	2-5 and 6-8
This year teachers began using the Data Wise protocol to support analyzing student work, but there needs to be additional support around using that protocol with fidelity in order to ensure teachers draw evidence based conclusions and appropriately adjust practices.	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
August 3, 2020	August 7, 2020	ILT will add a writing tab to the Classroom Profile sheets and teachers will record and monitor individual student growth in written responses throughout the year.
September 2020	January 2021	Students in grades K-2 are introduced to identifying story elements, writing topic sentences, and finding supporting details. That work is what allows students to construct formal responses at older grades. PLC coaching time in grades K-2 will focus on those early elements to writing with language that supports our RADDCC (Restate, Answer, Detail, Detail, Conclusion) model. PLC and coaching time for grades 3-5 will be used to organize how the Interactive Read Aloud block will support the use of RADDCC as well as evidence based discussions and writing tasks. During this time teachers will use the Data Wise protocol to analyze student work and make deliberate decisions around grouping and instructional practices to support student needs. PLC and coaching time in grades 6-8 will focus on teachers learning the NYS ELA Writing Rubric, designing common language for summary responses, and examining student work across curricular

ELA Goal

		areas. Grades 6-8 will be using the TEAL (Topic Sentence, Evidence, Analysis, Link) format, which in working with the ELA and Social Studies Director, we agreed would be a more aligned writing practice to what is expected of students at the secondary level. Grades 6-8 will use the TEAL format which by grade seven will transition to the TEAEAL response, allowing students to write constructive responses that meet the NYS ELA two point writing rubric requirements. This will ultimately create a streamlined writing process that allows for intentionally grouping and planning instruction. Throughout the year teachers will naturally progress into the use of the 4 point writing rubric, which essentially is requiring the students to duplicate what is expected on a 2-point question while recognizing the interconnection between two ideas.
September 10, 2020	September 25, 2020	Teachers will design a grade level appropriate common formative assessment that will be administered prior to September 28th. This common formative assessment will serve as one of multiple assessments administered during the month of September, allowing teachers to get a baseline of student performance.
September 28, 2020	October 2, 2020	Teachers will use PLC to engage in a student data discussion using the Data Wise protocol. During this session, grade level teams will identify skill gaps based on priority standards and come to an agreement on an appropriate strategy for addressing the gap as a grade level team. Teachers will then be expected to incorporate the agreed upon teaching strategy throughout the month in order to address the gap while continuing regular instruction.
October 5, 2020	October 9, 2020	Teachers will engage in walkthroughs in a Teacher Learning Lab format. A peer will model the agreed upon strategy and receive feedback. This will continue following each ELA focused Data Wise PLC. The feedback will be used to help teachers adjust practice and learn from their peers.
October 19, 2020	October 23, 2020	Teachers will design and administer a grade level ELA CFA that includes a section dedicated to student writing.
October 26, 2020	October 30, 2020	Teachers will use PLC to engage in a student data discussion using the Data Wise protocol to examine an ELA common formative assessment. Teachers will begin the discussion by examining growth made during the previous cycle and then examining student work to determine if the same standard needs to be addressed or if there is a new trend emerging. Teachers will then be expected to incorporate the agreed upon teaching strategy throughout the month in order to address the gap while continuing regular instruction.
November 9, 2020	November 13, 2020	Teachers will design and administer a grade level ELA CFA that includes a section dedicated to student writing.
November 16, 2020	November 20, 2020	Teachers will use PLC to engage in a student data discussion using the Data Wise protocol to examine an ELA common formative assessment. Teachers will begin the discussion by examining growth made during the previous cycle and then examining student work to determine if the same standard needs to be addressed or if there is a new trend emerging. Teachers will then be expected to incorporate the agreed upon teaching

ELA Goal

		strategy throughout the month in order to address the gap while continuing regular instruction.
November 30, 2020	December 4, 2020	Teachers will engage in walkthroughs in a Teacher Learning Lab format. A peer will model the agreed upon strategy and receive feedback. This will continue following each ELA focused Data Wise PLC. The feedback will be used to help teachers adjust practice and learn from their peers.
December 21, 2020	December 23, 2020	Teachers will design and administer a grade level ELA CFA that includes a section dedicated to student writing.
January 4, 2021	January 8, 2021	Teachers will use PLC to engage in a student data discussion using the Data Wise protocol to examine an ELA common formative assessment. Teachers will begin the discussion by examining growth made during the previous cycle and then examining student work to determine if the same standard needs to be addressed or if there is a new trend emerging. Teachers will then be expected to incorporate the agreed upon teaching strategy throughout the month in order to address the gap while continuing regular instruction.
January 11, 2021	January 15, 2021	Teachers will engage in walkthroughs in a Teacher Learning Lab format. A peer will model the agreed upon strategy and receive feedback. This will continue following each ELA focused Data Wise PLC. The feedback will be used to help teachers adjust practice and learn from their peers.
January 25, 2021	January 29, 2021	Teachers will design and administer a grade level ELA CFA that includes a section dedicated to student writing.
September 2021	January 2021	Teachers in grades 3-5 will have modeled and provided regular opportunities for students to practice the RADD (Restate, Answer, Detail, Detail, Conclusion) writing protocol with fidelity. Teacher 6-8 in all content areas will have modeled and provided regular opportunities for students to practice using the TEAL writing format.

Mid-Year Benchmark

<p>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.</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
Reading Level	53.2% (K-8, Running Reading Records)	63.2%
NWEA	12.9% (grades 3-8)	20%

ELA Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
February 1, 2021	February	Grades 3-5 will transition from written responses based on read alouds to written responses based on grade level text that students read and respond to independently.
February 22, 2021	February 26, 2021	Teachers will design a grade level appropriate common formative assessment that will be administered prior to September 28th. This common formative assessment will serve as one of multiple assessments administered during the month of September, allowing teachers to get a baseline of student performance.
March 1, 2021	March 5, 2021	Teachers will use PLC to engage in a student data discussion using the Data Wise protocol. During this session, grade level teams will identify skill gaps based on priority standards and come to an agreement on an appropriate strategy for addressing the gap as a grade level team. Teachers will then be expected to incorporate the agreed upon teaching strategy throughout the month in order to address the gap while continuing regular instruction.
March 8, 2021	March 12, 2021	Teachers will engage in walkthroughs in a Teacher Learning Lab format. A peer will model the agreed upon strategy and receive feedback. This will continue following each ELA focused Data Wise PLC. The feedback will be used to help teachers adjust practice and learn from their peers.
March 15, 2021	March 19, 2021	Teachers will collaborate to design a common formative assessment that is reflective of a truncated NYS ELA assessment.
March 22, 2021	March 22, 2021	Teachers will administer a common formative assessment that is reflective of the NYS ELA exam.
March 23, 2021	March 26, 2021	Teachers will work in grade level teams in PLC to prioritize standards to review based on the practice assessments.
April 5, 2021	April 19, 2021	Instructional coaches will work closely with classroom teachers to assist in organizing test preparation materials, designing review activities, and providing intense intervention heavily focused on writing.
May 10, 2021	May 14, 2021	Teachers will engage in Teacher Learning Lab walkthroughs with their peers and administrators.
May 17, 2021	May 21, 2021	Teachers will engage in a medals and missions protocol during PLC and identify one ELA strategy they learned from a peer and will attempt in their own room.
June 7, 2021	June 11, 2021	Teachers will engage in Teacher Learning Lab walkthroughs with their peers and administrators.
June 14, 2021	June 18, 2021	Teachers will engage in a medals and missions protocol during PLC and identify one ELA strategy they learned from a peer and will attempt in their own room.
June 14, 2021	June 18, 2021	Teachers will engage in a reflective data dive activity focused on student writing growth. The purpose is to engage teachers in

ELA Goal

		conversations around how our use of the Data Wise protocol, new ELA curriculum, and other shifts led to change in their classrooms.
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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>
Students will inevitably have gaps in knowledge and skills	We attempted to be strategic and proactive in planning for the learning gaps by looping teachers wherever possible. The purpose of this was to minimize the time it takes to build relationships as well as to assign students to teachers that would make them feel most comfortable during this unordinary transition back to school. We looped all teachers unless that was an issue with their certification or if the teacher transferred out of the building.	August
Students will inevitably have gaps in knowledge and skills	Early assessment and adjustment to determine how curriculum maps need to be adjusted. As shown above, there will be time during PLC early in the year for teachers to design assessments, identify learning gaps, and plan instruction to collectively address learning gaps.	September
Adjust curriculum maps and pacing	Teachers will be using PLC time following the administration of assessments to examine student scores and determine how instruction needs to be modified in order to both meet the needs of the students and teach all expected learning standards.	September
Students will inevitably have gaps in knowledge and skills	We will require grade levels to create deliberate homework assignments that target learning gaps of students. Teachers in grades K-5 will do this by creating unique assignments for each of their intervention groups. Teachers of grades 6-8 will use their student conferencing to strategically assign students meaningful homework assignments that will further support their learning.	Weekly-September 2020 to June 2021

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	55.9	43.8
ELL	37.1	25.6

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 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. Hallmark 2 & 4
September 2020	October 2020	Teachers will conduct benchmark assessment of math using Common Formative Assessments & NWEA for differentiation of instruction.
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 (Read, Draw, Write), to support differentiated instruction. Hallmark 4
September 2020	October 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation Hallmark 2 & 4
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

Math Goal

		regular professional development, grade level meetings and guided walk throughs. Hallmark 2 & 4
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. Hallmark 2 & 4
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 for 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. Hallmark 2 & 4
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 regular professional development, grade level meetings and guided walk throughs. Hallmark 2 & 4
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. Hallmark 2 & 4
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.

Math Goal

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. Hallmark 2 & 4
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. Hallmark 2 & 4
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. Hallmark 2 & 4
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.

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?)
CFA analysis suggests the school has a gap in student fluency/computation of multi-step problems.	Whole School
The school lacks a common strategy for solving multi-step problems	Whole School

Math Goal

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Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
July 2020	August 2020	Identify a common strategy for solving multi-step problems

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. Hallmark 2 & 4
September 2020	October 2020	Teachers will conduct benchmark assessment of math using Common Formative Assessments & NWEA for differentiation of instruction.
September 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.
September 2020	October 2020	Grade level teachers will identify instructional strategies such as RDW, to support differentiated instruction. Hallmark 4
September 2020	October 2020	The ILT will provide professional development to focus on strengthening the workshop model, academic language & differentiation Hallmark 2 & 4
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. Hallmark 2 & 4
October 2020	October 2020	Grade level teachers will co-plan unit by unit to ensure all components of Math Curriculum are implemented during

Math Goal

		instruction with an emphasis on the workshop model, academic language & differentiation of instruction. Hallmark 2 & 4
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.
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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. Hallmark 2 & 4
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.

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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 Hallmark 2 & 4
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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. Hallmark 2 & 4
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.

Mid-Year Benchmark

<p>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.</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

Math Goal

NWEA Winter Assessment	10.2% (grades 3-8)	20%
MCOMP	N/A	+10% from September 2020 baseline

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	Teachers give monthly MCOMP assessments
January 2021	June 2021	Teachers analyze MCOMP results and identify individual student needs/differentiated groups for targeted intervention
January 2021	June 2021	Teachers create monthly action plans and class targets to build fluency computation skills within math workshop and intervention
March 2021	April 2021	Teachers will create a specific and deliberate plan for review leading up to state assessments. The plan will include individual learning gaps for students and intentional intervention groups.

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? <i>(add additional rows as needed)</i>		
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 Hallmark 2 & 4
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. Hallmark 2 & 4
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. Hallmark 2 & 4
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.

Math Goal

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. Hallmark 2 & 4
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. Hallmark 2 & 4
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. Hallmark 2 & 4
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).

Math Goal

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 Scholastic 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. (Hallmark 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 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. Hallmark 2 & 4
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. (Hallmark 4)
April 2021	April 2021	Superintendent Day PD- address district initiative/PLC Part 3 on differentiation of instruction.

Math Goal

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. Hallmark 2 & 4
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 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>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	August
Students will inevitably have gaps in knowledge and skills	Looping teachers where possible	August
Students will inevitably have gaps in knowledge and skills	Early assessment and adjustment to determine how curriculum maps need to be adjusted	September
Adjust curriculum maps and pacing	Teachers will deep dive into their curriculum and create a new curriculum and	September

Math Goal

	assessment plan based on student performance during PLC	
Students will inevitably have gaps in knowledge and skills	Deliberate assigning of homework to address individual and class needs	Weekly

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	.77

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Based on classroom observations and feedback from ENL teachers, we were able to conclude that teachers have not been properly trained in how to effectively differentiate instruction for ENL students.	K-8
The students have been transient preventing the school from fostering long-term relationships and goal setting. We have had a steady turnover of students making it difficult to build a successful long-term system for growing our ENL population. Furthermore, not all of the students whose progress we are charged with increasing attend our building, thus limiting the circle of control we have over those students.	K-8
Our progress towards meeting this demonstrable indicator is measured by student growth on the NYSESLAT exam. Considering teachers spend a great deal of time preparing students to respond to questions structured similarly to what can be found on the NYS Math and ELA exam, there is a lack of exposure to NYSESLAT questions prior to students taking the exam. The lack of alignment in expectations between the NYS ELA Exam, NYSESLAT, and teacher created assessments has slowed the potential demonstrable growth of our ENL students and therefore alignment is necessary where possible.	K-8
There are both communication and cultural barriers that need to be overcome. As a school, it is important to build opportunities for our families and students to see their culture, feel welcomed to school, and engage in school events. Increasing the rapport and bridging cultural differences could result in teachers being able to create more meaningful connections.	K-8

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
July 30, 2020	July 30, 2020	Identify classroom teachers at every grade level who will teach ENL students annually and therefore increasing their skills for serving that population.
September 9,	September	There will be time on Superintendent's Conference Day for ENL teachers

ELP or School-Selected Goal

2020	9, 2020	and classroom teachers to collaborate on strategies that will support students in their rooms. This first session will include a broad overview of the role the teacher plays and the role the ENL teacher plays. This will be supplemented by professional development that will occur later in the year.
September 9, 2020	September 23, 2020	The administrative team will meet with the ENL teachers to create a professional learning plan specific to classroom teachers and other staff working with ENL students. The plan will be written using the Office of Professional Learning's PL template and will be submitted to the School Based Planning Team (SBPT) for approval.
September 9, 2020	September 23, 2020	The ENL team will design and administer assessments that are similar in structure to the NYSESLAT exam. The performance of students on this assessment will be used to set individual learning goal related to speaking, listening, reading, and writing. Those goals will immediately be communicated with the student's teacher.
September 28, 2020	October 4, 2020	ENL teachers will collaborate with classroom teachers to create individual learning plans using a template that is agreed upon by the SBPT.
October 12, 2020	November 23, 2020	Teachers will engage in a professional development focused on a broad range of ideas and practices critical reaching and teaching ENL students. Topics may include but are not limited to culture, engagement techniques, and scaffolding.
October 7, 2020	October 7, 2020	The October parent breakfast will be dedicated to Hispanic heritage.
October 12, 2020	October 16, 2020	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
November 2, 2020	November 2, 2020	Administrative team will meet with ENL teachers to discuss student progress, classroom progress, and "look fors" during future classroom walkthroughs.
November 9, 2020	November 13, 2020	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
November 2020	November 2020	The Parent Engagement Action team will host a cultural heritage night with the assistance of the Community School Site Coordinator.
December 7, 2020	December 11, 2020	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.

ELP or School-Selected Goal

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
Winter NWEA Student Achievement Results	6%	25% of students projected to show proficiency (level 3 or 4) on NYS ELA Exam
Winter NWEA Growth Results	30% of students showed growth in the 40th percentile or higher	50% of students show growth in the 40th percentile or higher
Common Formative Assessment reflective of the NYSESLAT Exam	N/A	1.0 (all students on track)

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 second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 4, 2021	January 15, 2021	ENL teachers will collaborate to design a mid-year assessment similar to the NYSESLAT exam.
January 17, 2021	January 31, 2021	ENL teachers will collaborate with classroom teachers to create and carry out an assessment schedule for a mid-year assessment that reflects the NYSESLAT exam. The ENL teachers will pull students and administer a truncated version of the exam, which will include all four sections.
February 1, 2021	February 5, 2021	ENL teachers will meet with both the classroom teachers they support and the administrator supporting that classroom to discuss student results from the mid-year assessment. During this meeting an improvement plan with goals will be created. That improvement plan will later be shared with the student and family.
February 8, 2021	February 12, 2021	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
February 8, 2021	February 12, 2021	The administrative team will meet with the ENL teachers to create a professional learning plan specific to classroom teachers and other staff working with ENL students. The plan will be written using the Office of Professional Learning's PL template and will be submitted to the School

ELP or School-Selected Goal

		Based Planning Team (SBPT) for approval. This plan will build on the work that was done in the fall and may include a book circle.
March 1, 2021	April 19, 2021	Teachers will engage in a professional development focused on a broad range of ideas and practices critical reaching and teaching ENL students. Topics may include but are not limited to culture, engagement techniques, and scaffolding.
March 8, 2021	March 12, 2021	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
March 15, 2021	March 26, 2021	The ENL teachers will collaborate to design a truncated NYSESLAT exam that will be administered to students in early April.
April 5, 2020	April 16s, 2020	ENL teachers will administer the practice NYSESLAT exam and meet with teachers to create action plans to support student progress in target standards leading up to the exam.
April 12, 2021	April 16, 2021	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
May 10, 2021	May 14, 2021	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.
June 7, 2021	June 11, 2021	Administrators will perform walkthroughs with the purpose to check for the implementation of scaffolds and other supports for ENL students. Feedback will be immediately provided to the teachers via email. Conferencing will occur when necessary.

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
Students will inevitably have gaps in knowledge and skills	Looping teachers where possible	August
Students will inevitably have gaps in knowledge and skills	Early assessment and adjustment to determine how curriculum maps need to be adjusted	September
Adjust curriculum maps and pacing	Teachers will deep dive into their curriculum and create a new curriculum and	September

ELP or School-Selected Goal

	assessment plan based on student performance during PLC	
Students will inevitably have gaps in knowledge and skills	Deliberate assigning of homework to address individual and class needs	Weekly

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	26.9	36.8
ELL	33.6	37.5

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?)
The school has had an increase in the number of McKinney Vento forms, indicating our number of homeless students has increased.	K-8
Our attendance was on track to improve during the 2019-2020 school year we believe as a result of an increase in home visits and parent engagement events.	K-8
At the elementary level getting students up and to school is largely dependent on parents. We believe if we were able to get transportation for all chronically absent students we would be able to remove that task from the parent and increase the likelihood of a student attending school.	K-6
We need to increase education to families on the importance of attendance as well as offer incentives to both parents and students for attending school.	K-8

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
July 2020	August 2020	Attendance liaison, parent liaison, and assigned Center for Youth staff will make live communication with all students considered chronically absent two times during the summer
August 2020	August 2020	Parent Liaison will work with our school chief and the transportation department to identify our top 20 chronic students in need of transportation.
August 2020	August 2020	Developing a protocol for assisting families who are struggling to get their child to school and communicate that protocol to parents on a regular basis as well as including it in the School Handbook that goes to all parents at the start of the year.
August 2020	August 2020	Create an incentive plan to encourage students and families to attend school with an emphasis on families for younger students. This team would

Chronic Absenteeism or School-Selected Goal

		include school leadership, parent liaison, attendance liaison, Center for Youth, and Student Lighthouse. The plan would include a calendar of events that occur on at least a monthly basis for each grade level along with several school wide initiatives.
August 2020	August 2020	Attendance team will consistently employ the meeting protocol with fidelity to increase efficiency and success.
August 2020	August 2020	Adopt a procedure for parent liaison, attendance assistant, and office staff to make daily contact with families who are showing signs of being chronically absent.
August 2020	August 2020	Chronically absent students will receive an attendance mentor to monitor absences and address barriers. This will be led by middle school students.
July 2020	August 2020	Attendance liaison, parent liaison, and assigned Center for Youth staff will make live communication with all students considered chronically absent two times during the summer
September 2020	January 2021	The attendance team will meet on a bi-weekly basis to discuss new Tier 2 and Tier 3 students. Each student will have an attendance profile created and an attendance mentor assigned to them. That case manager will work with the family and will collaborate with the family to create a plan for improvement.

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 using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.</p>			
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>)	SWD		
	ELL		

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 second half of the year to address the root causes identified above? (<i>add additional rows as needed</i>)</p>		
Start	End	Action
January	June 2020	The school will develop an incentive plan to improve attendance of

Chronic Absenteeism or School-Selected Goal

2020		chronically absent students with ideas such as house battles and field trip incentives
January 2020	June 2020	The bottom 20% of all chronic absentees will be assigned a "case manager". The students will receive home visits from Center for Youth partners, teachers and administrators (case managers) in the months of January and February. Aggressive home visits will continue until students attend regularly.
February 2020	February 2020	The Home School Assistant will be responsible for administering a survey to parents of students who are chronically absent to identify barriers and create an action plan to assist in removing those barriers.
March 2020	March 2020	The Home School Assistant will work with the Attendance Team to prioritize students and create a plan of action that reflects the needs identified in the February parent survey.

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
If school does not return as normal it is important to note that not all students, specifically at the lower elementary level, have access to technology that would allow them to engage in virtual learning.	Providing hard copies of work and allowing students multiple opportunities to demonstrate understanding of content.	September 2020
If school does return in the fall, families may have fears related to COVID-19 and the re-opening of schools.	Working with the operations team in our building and district to ensure we have protocols in place that follow CDC and NYS Health Department guidelines for reopening schools in a way that is safe and protects both staff and students. We will continue to have transparent dialogues with parents to increase their comfort in sending their child back to school.	July 2020

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)
Instructional Staff	I think bullying is a frequent problem at this school.	0%-Agree 0%-Agree 50%- Disagree 50%- Strong Disagree	13%-Agree 60%-Agree 27%- Disagree 0%- Strong Disagree
	I think cyberbullying is a frequent problem at this school	0%-Agree 0%-Agree 50%- Disagree 50%- Strong Disagree	21%-Agree 50%-Agree 29%- Disagree 0%- Strong Disagree

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
There seems to be an increase in the age range of students who have cell phones and use social media.
As we work to decrease suspensions, we are increasing the amount of time students likely to commit actions of bullying are in school and therefore increasing the number of incidents that occur.
During the 2019-2020 school year, the school partnered with The Center for Dispute Settlement to train students in peer mediation. We encouraged teachers to refer students to our peer mediation program and this could have resulted in an overall feeling of bullying being a more prominent issue than in previous years.

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 10, 2020	August 14, 2020	Our Center for Youth Employee who serves as the Peer Mediation Coordinator will be tasked with leading our Peer Mediation Program will modify/update the Peer Mediation Referral
August 2020	August 2020	Our Peer Mediation Coordinator will do a program review of Peer Mediation Program. She will be asked to reflect on what worked well, what did not work, ways to improve teacher in-put, and how to enhance our use of other Center for Youth staff in addressing this need. This report should be submitted to building administration no later than August 30th.
September 14, 2020	September 18, 2020	The Peer Mediation Coordinator will meet with the peer mediation team virtually to discuss ways to support the program while half the school is

Survey Goal

		working remotely. Topics of this meeting will include having students deliver a virtual workshop for their peers.
October 5, 2020	October 9, 2020	The school will launch National Bullying Prevention Month with virtual town halls celebrating diversity. Each day during the month of October the school will post on social media as well as have teachers discuss in class different strategies for preventing bullying.
October 2020	October 2020	The peer mediators will deliver a monthly workshop focused on appropriate use of technology and cyber bullying. The Workshop will be available for students in grades 3-8.
November 2020	November 2020	The peer mediators will deliver a monthly workshop focused on appropriate use of technology and cyber bullying. The Workshop will be available for students in grades 3-8.
November 2020	November 2020	Parent Liaison will conduct an anti-bullying workshop for parents.
November 2020	November 2020	Quarterly award ceremony highlighting students who are anti-bullies

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
Peer Mediation Data	60 Peer Mediations compared to 40 last year
Referrals/Suspensions	10% reduction in referrals/suspension related to bullying

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2020	January 2020	We are going to have the peer mediators meet with classes during their social and emotional block to share the benefits of peer mediation and how they can get one.
January 2020	January 2020	Peer mediation staff will work to create an infomercial style video advertising the power of peer mediation.
January 2020	January 2020	Quarterly award ceremony highlighting students who are anti-bullies.
February 2020	February 2020	Students who have engaged in peer mediations will visit rooms to share testimonies of how peer mediation benefited them.

Survey Goal

February 2020	June 2020	We are going to update on a bi-weekly basis referral and suspensions by house. We will use this data to launch house competitions. The school is waiting until the mid-point of the year to launch this in an effort to keep students motivated by the initiative and we have noticed a spike in negative behavior during the third quarter.
March 2020	March 2020	Applications for new peer mediators will go out to students in grades 3-5.
March 29, 2020	April 1, 2020	Peer Mediation Coordinator will conduct a week of Peer Mediation Training. The training will include both the current and in-coming mediators.
April 2020	April 2020	Quarterly award ceremony highlighting students who are anti-bullies
June 2020	June 2020	Award ceremony honoring students for outstanding advocacy throughout the year.
June 2020	June 2020	Highlight classrooms that had the fewest bullying referrals.

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
Virtual Peer Mediation	Our Peer Mediation Coordinator will set-up meet with each classroom during the month of September during their social and emotional block. She will share with the classrooms the role peer mediation plays in our school and how she and peer mediators can still meet even though they are outside of school.	September 2020
Virtual Peer Mediations	Students will have office hours for one hour each week where they can sign-in and speak with a peer mediator.	September-November 2020
Meetings with Parents	Generally we do workshops with parents at our monthly breakfasts or after school. Since we are going to be virtual the first 10 weeks, we are planning to host initial meetings virtually multiple times a day in order to best accommodate parents.	September-November 2020
Peer Mediator led Workshops	These would normally be done in person at the beginning of the day and are student led. We plan to do these virtual in the morning the first 10-weeks or longer if needed.	September-November 2020

Submission Assurances

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

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

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
 - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
 - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).