



2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Montessori Academy #53	Kimberly Harris-Pappin	Prek-6

2018-19 Accountability Data

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

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

Stakeholder Participation

Background

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

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

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
6/2/2020	X	X			
6/5/2020	X	X	X		
6/8/2020	X	X	X	X	
6/16/2020	X	X	X	X	X
6/19/2020	X	X	X	X	X
7/7/2020	X	X	X	X	X
7/8/2020	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

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)											
		6/2/2020	6/5/2020	6/8/2020	6/16/2020	6/19/2020	7/7/2020	7/8/2020					
Dr. Kimberly Harris-Pappin	Principal	X	X	X	X	X	X	X	X				
Timothy Graziano	Vice-Principal	X	X	X	X			X					
Nicole Foley	Teacher	X	X	X	X	X			X				
Adriana LeBeau	Reading Teacher	X	X	X		X							
Caitlin Loughborough	Teacher	X	X	X	X	X	X	X	X				
Lisa O’Brien	Teacher	X	X	X	X	X	X	X	X				
Loretta White	Teacher	X	X	X	X	X	X	X	X				
Charles Finley	Parent						X	X					
Toshia Mitchell	Parent				X	X	X						
Mary Lupien	Parent												
Kristy Bianchi	Teacher				X								
Margaret Zabek	Paraprofessional												

Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	ALL

Clearinghouse-Identified

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

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

Evidence-based Intervention

School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	87.2 *22-23 MIP	83.3
Black	77 *21-22 MIP	71.2
SWD	42.9 *21-22 MIP	35.7

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?)
Inconsistent implementation of aligned instructional programming across all grade levels resulting in 42% of our students scoring at a level 1. (Hallmark 1)	All grade Levels
Interruption to the instructional climate at all grade levels due to teacher transfers, mid year staffing reductions, and funding for continued Montessori training.	All grade levels

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
Aug 1 2020	Aug 30 2020	Teaching and Administrative staff to attend district offered professional development sessions to the new Savvas Reading Program.
Sept 8 2020	Sept 8 2020	Engage staff in collegial discussion focused on cultural responsiveness/ social justice (Supt. Conf. Day)
Sept 8 2020	Sept 8 2020	Schoolwide Professional development on how to write, implement, and monitor IEP Goals (SWD)/MTSS Protocols
Sept 8 2020	Sept 8 2020	Review & discuss grade level rubrics and exemplars;
Sept 8 2020	Sept 8 2020	Create student learning portfolios for reading/writing/math
Sept 8 2020	Sept 8 2020	Reintroduce the instructional framework/workshop model
Sept 8 2020	Sept 8 2020	Reintroduce "Virtual Teaching, Distant Learning"
Sept 14 2020	Sept 18 2020	Introduce & Review ELA Montessori shelf work materials to support Hallmark 1

ELA Goal

Sept 28 2020	Oct 2 2020	PLC Meetings will begin working on Hallmark 1 with a focus on reading/writing strategies K-2 Fluency, 3-6 Comprehension, K-6 with the use of graphic organizers.
Oct 7 2020	Oct 7 2020	Co-presentation for parents on cultural responsiveness/instructional ELA goals. *Open House/Town Hall Meeting
Oct 12 2020	Oct 16 2020	PLC Meetings will meet with Instructional Coaches to analyze Assessments(NWEA/Aimsweb/MyView) to determine instructional groupings and tiered strategies/intervention.
Oct 26 2020	Oct 30 2020	PLC Meetings to collaborate and identify the datawise “problem of practice”
Oct 6 2020	Nov 10 2020	Leadership Team will conduct classroom walkthroughs to observe & monitor and provide feedback on Hallmark 1 implementation
Nov 9 2020	Nov 13 2020	PLC Meetings will focus on Tiered Intervention instructional groupings and effectiveness.
Nov 10 2020	Nov 24 2020	Administrative/Leadership team will compile and review walkthrough data to identify individuals in need of support
Nov 23 2020	Nov 27 2020	PLC Meetings will identify learning lab classrooms k-2(Primary & Lower) & 3-6(Middle & Upper)examine student work tier 1 exemplars
Dec 7 2020	Dec 11 2020	Teachers will rotate through Learning Lab classrooms
Dec 21 2020	Dec 25 2020	Reflective discussions around problem of practice and impact on student learning

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/Aimsweb/CFA		

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
Jan 11 2021	Jan 15 2021	PLC Meeting Review and analyze problem of practice data
Jan 4 2021	Feb 12 2021	Administrative/Leadership Team will review and provide feedback on established problem of practices per grade level
Jan 25 2021	Jan 29 2021	Teachers will rotate through established Learning Lab classrooms

ELA Goal

Feb 8 2021	Feb 12 2021	PLC Meetings will meet with Instructional Coaches to analyze Assessments(NWEA/Aimsweb/MyView) to determine instructional groupings and tiered strategies/intervention.
Mar 1 2021	Mar 5 2021	PLC Meetings to collaborate and identify the datawise “problem of practice”
Mar 5 2021	Apr 16 2021	Leadership Team will conduct classroom walkthroughs to observe & monitor and provide feedback on Problem of practice/Hallmark 1 implementation
Mar 15 2021	Mar 19 2021	PLC Meetings will focus on Tiered instructional groupings and effectiveness.
Apr 16 2021	May 21 2021	Administrative/Leadership team will compile and review walkthrough and assessment data to identify students in need of additional summer support
Apr 5 2021	Apr 9 2021	PLC Meetings to collaborate and monitor/review/adjust the datawise “problem of practice”
Apr 14 2021	Apr 14 2021	Parental Mid-year school wide data review/social justice presentation
Apr 30 2021	Apr 30 2021	Culturally Responsive Literature Day; Grade level presentations on author studies(poetry/autobiography)
Apr 26 2021	Apr 30 2021	PLC Meetings will focus on student work exemplars (Fall/Winter/Spring)
May 17 2021	May 21 2021	Learning Lab visitations highlighting Tier 1
May 27 2021	May 27 2021	International Night(A Taste of Culture)
May 31 2021	June 4 2021	Learning Lab visitations highlighting Tier 2
June 14 2021	June 18 2021	End of the Year portfolio/data review

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<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>
Virtual access to student work/assessment	Convene weekly grade level meetings virtually on instructional programming and practices(Analyze student work/Identify and review problem of practice per grade level)	Sept 2020 -
	Staff/Parents will be invited to virtual learning labs to observe instructional	Sept 2020-

ELA Goal

	programming and practices (Montessori/Reading/Math/Social Studies/Science)	

Math Goal

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
All	68.9	67.6
Black	62.1	47.9
SWD	38.3	25

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?)
Our school struggles to engage students on how to solve multi step word problems resulting in 55% of our students performing at a level 1.	All Grades

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug 1 2020	Aug 30 2020	Teaching and Administrative staff to attend district offered professional development sessions on the priority standards and instructional resources(Zearn)
Sept 8 2020	Sept 8 2020	Introduce & Review Math Montessori shelf work materials to support Hallmark 1(Supt. Conf. Day)
Sept 8 2020	Sept 8 2020	Schoolwide Professional development on how to write, implement, and monitor IEP Goals (SWD)
Sept 21 2020	Sept 24 2020	PLC Meetings will begin working on engaging students in appropriate grade level NYS Math content standards(priority standards & academic vocabulary)
Oct 7 2020	Oct 7 2020	Co-presentation for parents on cultural responsiveness/instructional Math goals. *Open House/Town Hall Meeting
Oct 5 2020	Oct 9 2020	PLC Meetings will meet with Instructional Coaches to analyze Assessments(NWEA/Aimsweb/Zearn) to determine instructional groupings and tiered strategies/intervention.
Oct 19 2020	Oct 23 2020	PLC Meetings to collaborate and identify the datawise "discussion protocols/turn and talk/think pair share"
Oct 9 2020	Nov 20 2020	Administration/Leadership Team will conduct classroom walkthroughs to observe & monitor and provide feedback on academic vocabulary and discussion protocols.
Nov 2 2020	Nov 6 2020	PLC Meetings will focus on student work exemplars(ex. constructive responses)

Math Goal

Nov 20 2020	Dec 22 2020	Administrative/Leadership team will compile and review walkthrough data to identify individuals in need of support
Nov 16 2020	Nov 20 2020	PLC Meetings will examine student work tier 1 exemplars
Nov 30 2020	Dec 4 2020	PLC Meetings will examine student work tier 2 exemplars
Dec 14 2020	Dec 18 2020	PLC Meetings will Identify learning lab classrooms k-2(Primary & Lower) & 3-6(Middle & Upper) & examine student work tier 3 exemplars

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/Aimsweb/CFA		

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
Jan 4 2021	Jan 8 2021	Teachers will rotate through established Learning Lab classrooms
Jan 12 2021	Feb 12 2021	Administrative/Leadership Team will review and provide feedback on established problem of practices per grade level
Jan 18 2021	Jan 22 2021	PLC Meetings will meet with Instructional Coaches to analyze Assessments(NWEA/Aimsweb/Zearn) to determine instructional groupings and tiered strategies/intervention.
Feb 1 2021	Feb 5 2021	PLC Meetings to collaborate and identify the datawise “problem of practice”
Feb 22 2021	Feb 26 2021	PLC Meetings to look at student work exemplars focusing on academic vocabulary and constructive responses.
Feb 22 2021	Mar 26 2021	Administrative/Leadership Team will conduct classroom walkthroughs to observe & monitor and provide feedback on implementation of Problem of practice/priority standards goals
Mar 8 2021	Mar 12 2021	PLC Meetings will focus on Tiered instructional groupings and student work.

Math Goal

Apr 5 2021	May 7 2021	Administrative/Leadership team will compile and review walkthrough and assessment data to identify students in need of additional summer support
Mar 22 2021	Mar 26 2021	PLC Meetings to collaborate and monitor/review/adjust the datawise “problem of practice”
Apr 14 2021	Apr 14 2021	Parental Mid-year school wide data review/social justice presentation
Apr 12 2021	Apr 16 2021	PLC Meetings will focus on student work exemplars (Fall/Winter/Spring)
May 10 2021	May 14 2021	Learning Lab visitations highlighting Tier 1
May 27 2021	May 27 2021	International Night(A Taste of Culture)
May 24 2021	May 28 2021	Learning Lab visitations highlighting Tier 2
June 7 2020	June 11 2020	End of the Year portfolio/data review
June 15 2021	June 15 2021	End of the Year portfolio/data review

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>
Virtual access to student work/assessment	Convene weekly grade level meetings virtually on instructional programming and practices(Analyze student work/Identify and review problem of practice per grade level)	Sept 2020 -
	Staff/Parents will be invited to virtual learning labs to observe instructional programming and practices (Montessori/Reading/Math/Social Studies/Science)	Sept 2020-

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)
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Math Goal

Increase staff knowledge and awareness on how to teach and support students of color in order to improve instructional outcomes and student achievement.	N/A
Create a climate and culture that is inclusive of social justice practices.	N/A

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?)
Not all staff received training in the school wide CARE Matrix(PBIS) which impacted implementation.	All grades
Limited knowledge, understanding and acceptance of different cultures, practices, and or behaviors.	All grades
Recent community events on social injustices.	All stakeholders

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
Aug 24 2020	Aug 28 2020	Review and refine the social justice CARE Matrix
Sept 8 2020	Sept 8 2020	Monthly lessons on social justice traits/expectations and mindsets.
Sept 8 2020	Sept 8 2020	Professional development on the school climate to include Montessori's Grace and Courtesy lessons, and professional studies around race and ethnicity.
Sept 8 2020	Sept 8 2020	Introduce refined social justice CARE Matrix
Oct 1 2020	Dec 22 2020	"For White Folks Who Teach in the Hood ...and the Rest of Y'all Too- Reality pedagogy and Urban Education" by Christopher Emdin
Oct 9 2020	Oct 9 2020	Professional development for staff on restorative sessions and MTSS.
Nov 3 2020	Nov 3 2020	Social Justice Presentations/Ted Talks

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.
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Math Goal

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	January 2020 Results	January 2021 Target
Surveys: Staff/Family/Students		

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
Feb 1 2020	Apr 30 2020	"Effort and Excellence in Urban Classrooms" by Dick Corbette, Bruce Wilson, & Belinda Williams
Apr 30 2021	Apr 30 2021	Survey to assess monthly activities/standards
May 10 2021	May 28 2020	Parents/students given survey to gather feedback
June 1 2020	June 11 2020	Compile survey data(parents/staff/students)
June 21 2020	June 25 2020	Data presentations to staff/parents

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
Culturally related books/video for monthly recordings.	Convey virtual readings via instructional platforms.	Oct 2020 -
Professional development literature	Engage staff in collegial meetings focused on cultural relevant/social justice pedagogy.	Oct 2020 -
African American Director	Provide professional development	Oct 2020/November -

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	13.2	20.8
Black	15.4	23
SWD	NA	53.1

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?)
School attendance team needs to meet regularly to analyze attendance data.	All Grades
Lack of established protocols/strategies and resources to offer families	All Grades

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug 15 2020	Aug 30 2020	Administrators will identify and meet with attendance team to review 19-20 attendance data pre Covid-19 closure. Attendance team will identify how they will track and monitor and support family needs and/or a list of resources that are available (agencies/transportation)
Sept 14 2020	Oct 1 2020	Attendance team will compile a list of chronically absent students (20% or higher) as identified in 19-20 and begin to notify parents of previous years attendance concerns
Sept 15 2020	Sept 15 2020	The Attendance team and MTSS team will meet the first week of school to develop schedules, list of community resources, and meeting protocols. The Attendance team will meet bi-weekly to discuss/review and analyze chronically ill absences, documentation given or received from weekly home visits and determine the following week's visits. The Attendance team and MTSS team will meet monthly to discuss outcomes and determine Tier 3 interventions.
Sept 2020	Dec 2020	The Attendance team will meet bi-weekly to discuss/review and analyze chronically ill absences, documentation given or received from weekly home visits and determine the following week's visits.
Sept 2020	Dec 2020	Recognition will be given to students meeting and/or exceeding 95% monthly attendance goals (newsletters, classroom displays, morning announcements)

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>			
Power School	All students		13.2%

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
Jan 2021	June 2021	Members of the Attendance team will conduct weekly home visits
Jan 2021	Jan 2021	The Attendance team will meet to analyze the school wide attendance data (1st quarter) and identify students in Tier 2 to determine additional intervention
Feb 2021	Feb 2021	Attendance celebration for students with 95% attendance goals for the 2nd quarter
Feb 2021	Feb 2021	The Attendance team will meet to analyze the school wide attendance data (2nd quarter) and identify students in Tier 2 & 3 to determine additional intervention
Apr 2021	Apr 2021	Attendance celebration for students with 95% attendance goals for the 3rd quarter
Apr 2021	Apr 2021	The Attendance team will meet to analyze the school wide attendance data (3rd quarter) and identify students in Tier 2 & 3 to determine additional intervention
Feb 2021	June 2021	Any child approaching the 20 day mark will be placed on an alert and absences will be reviewed.

Chronic Absenteeism or School-Selected Goal

June 2021	June 2021	Attendance celebration for students with 95% attendance goals for the 4th quarter
June 2021	June 2021	The Attendance team will meet to analyze the school wide attendance data (4th quarter) and identify students in Tier 2 & 3 to determine additional intervention

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
Students who are not engaged in online learning.	Attendance team contacting families to determine root causes of absences (equipment/internet/schedule/how to access learning platforms)	Sept 2020 -

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
All Stakeholders	How has the school engaged you and or students in creating a culturally relevant/social justice climate?	Fully/ Somewhat/ Not at all	Survey 2019

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Lack of data received due to Covid closings.

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
Aug 2020	Aug 2020	Social Justice Committee members will meet with Librarian to select the monthly read alouds and determine monthly themes/activities/lessons

Chronic Absenteeism or School-Selected Goal

Sept 8 2020	Sept 8 2020	Committee members will introduce social justice action plan to the school wide community Focus Topic Dream
Sept 2020	Dec 2020	Administrator/Special Guests will be doing a school wide read aloud based on the monthly learning standards.
Sept 2020	Sept 2020	Committee meeting topic: Lead
Oct 2020	Oct 2020	Committee meeting topic: Write
Nov 2020	Nov 2020	Committee meeting topic: Think
Dec 2020	Dec 2020	Committee meeting topic: Build
Dec 2020	Dec 2020	Committee meeting to compile a survey to be completed prior to Winter Recess

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
Survey	All stakeholders

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
Jan 2021	Jan 2021	Committee Meeting to compile the survey data and access goals
Jan 2021	Jan 2021	Committee Meeting topic: Speak
Feb 2021	Feb 2021	Committee Meeting topic: Education
Feb 2021	Feb 2021	Black History Celebration/Social Justice Principles
Mar 2021	Mar 2021	Community Representative invited for evening presentation for parents. Community Representative invited for day presentation for staff/students
Mar 2021	Mar 2021	Committee Meeting Topic: Believe
Apr 2021	Apr 2021	Committee Meeting Topic: Challenge
May 2021	May 2021	Committee Meeting Topic: Imagine
June 2021	June 2021	Committee Meeting to survey the committee on the years events (Delta/Delta Plus)

Chronic Absenteeism or School-Selected Goal

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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
Create a survey to address the newly identified culture and climate goal regarding social justice.	Engage all stakeholders during meetings (staff meetings, morning meetings, PTA meetings, SBPT meetings, etc.)	Sept 2020 -
	Hold virtual training for staff/parents	Oct 2020 -

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 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).