



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Flower City School #54	Lashara Evans	PreK-6th

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	2	1	1	1	1

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

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

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
April 22nd	x				
April 28th	x				
April 29th	x	x			
May 19th					
May 26th					
May 27th		x	x		
June 2nd				x	
June 8th				x	x
June 9th				x	x
June 16th				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	Throughout the process of SCEP creation, various stakeholders were represented on the team. This included members of the Instructional Leadership Team and School Base. The group consisted of multiple content areas that are responsible for teaching the identified subgroups. The SCEP was also introduced to all teachers and staff during our Professional Learning Communities.
Parents with children from each identified subgroup	Parent feedback has been received from various avenues such as with Coffee and Conversations with the Principal as well as ongoing parent communication between Parent Liaison and our school families.
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										
		4.2 2	4.2 8	4.2 9	5.1 9	5.2 6	5.2 7	6.2	6.8	6.9	6.1 6	
LaShara Evans	Principal	x	x	x	x	x		x	x	x	x	
Jody Durick	Assistant Principal	x	x	x	x	x	x	x	x	x	x	
Shannon O’Brien	Teacher	x	x		x	x		x	x	x	x	
Carrie Wright	Teacher	x	x		x	x		x	x	x		
Valerie Cuggino	Teacher	x	x		x	x	x	x	x	x	x	
Michelle Killings	Teacher			x			x	x	x			
Alison Cusimano	Teacher			x			x	x		x	x	
Shannon Worden	Teacher							x			x	
Tylynn Presha	Parent Liaison							x	x	x	x	
Erin Blaine	Teacher			x			x	x	x			
Monique Shade	Parent	x										

*Parent participation was disrupted due to Covid-19 closures

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	Math

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	55.8	34
Black	55.9	34.3
ELL	29.6	35.7
Hispanic	53.4	21.3
SWD	26.9	2.3
White	50.1	70.8

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Inconsistent utilization of strategies aligned with the Rochester Instructional Learning Framework.	K-6
Inconsistent use and analysis of data from walkthroughs and student assessment to identify areas in need of support.	

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)			Completed
Start	End	Action	
July 2020	August 2020	Identify a grade level to implement the Data Wise Protocol.	K-6
August 2020	September 2020	Instructional Leadership Team will create a calendar of meeting dates for the 2020-2021 school year and topics that includes engaging students in appropriate texts and tasks (Hallmark 1), talk/discuss to build both conversational and academic discussion protocols(Hallmark 2) and write to build language and knowledge (Hallmark 3) during Professional Learning Communities (Grade Level/Vertical meetings).	Calendar for Sept completed; Outline of Data Wise Cycle for Monthly PLCs discussed
August 2020	August 2020	The Instructional Leadership Team will provide/facilitate professional development around engaging students in appropriate texts and tasks (Hallmark 1), talk/discuss to build both conversational and academic discussion protocols(Hallmark 2) and write to build language and knowledge (Hallmark 3) during summer Institute.	Summer Institute Scheduled to address; Aug. 17th and 18th

ELA Goal

August 2020	October 2020	The grade-level teams will examine the Priority Standards/Supporting Standards in conjunction with reviewing RCSD/Myview curriculum maps to identify ways of incorporating prior learning into existing pacing guides and curriculum maps to show student evidence through meaningful discussion and written explanation.	
October 2020	January 2020	Administration will conduct walkthroughs around targeted reading and writing practices to include evidence of engaging students in appropriate texts and tasks (Hallmark 1), talk/discuss to build both conversational and academic discussion protocols(Hallmark 2) and write to build language and knowledge (Hallmark 3) during Professional Learning Communities (Grade Level/Vertical meetings).	
October 2020	January 2020	Feedback from data analysis from administration walkthroughs will be discussed during Professional Learning Communities. From the collaborative discussions, a learning walk schedule will be created where teachers can share best practices.	
October 2020	January 2020	Teachers collecting data (summative, formative, progress monitoring, benchmarking) and displaying such data on a dashboard.	
October 2020	January 2020	As a result from data analysis teachers will create strategic groupings to inform instruction (intervention, small group, flexible.....)	

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
ELA NWEA	35% of students met or exceeded NWEA growth targets.	50% of students will meet or exceed their personal goal that was set based on their fall NWEA RIT score.

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
January 2021	June 2021	The principal and assistant principal will continue to conduct informal walkthroughs to collect data and follow-up on next steps provided after the previous walkthroughs. They will continue to provide teachers with feedback following the walkthroughs including actionable next steps for improvement.
January 2021	June 2021	Teachers will continue to engage in learning walks targeting individual identified strategies. Further reflection and discussion of instructional practices will continue during the Professional Learning Communities.
January 2021	June 2021	Instructional coaches will provide individual coaching to teachers to support our strategies.

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Curriculum Maps need updating	Convene vertical teams to ensure last year’s missed content is covered in Fall.	August
Technology Needs	Educational packets/information on access.	August
Engaging families in the curriculum	Create Snapshot of goals for the year.	August

Math Goal

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
All	53.1	34.6
Black	52.3	32.6
ELL	29.6	13.8
Hispanic	56	29.2
SWD	29.6	9.3
White	37.1	73.9

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?)
Inconsistent instructional strategies across grade levels.	K-6
Lack of instructional strategies to solve mathematical word problems.	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? <i>(add additional rows as needed)</i>			Completed
Start	End	Action	
July 2020	December 2020	Identify a grade level to implement the Data Wise Protocol.	
August 2020	September 2020	Instructional Leadership Team will create a calendar of meeting dates for the 2020-2021 school year and topics that includes building academic language and knowledge (Hallmark 1) and writing to build language and knowledge in order to express and explain students' reasoning in multiple ways (Hallmark 2) during Professional Learning Communities (Grade Level/Vertical meetings).	
August 2020	August 2020	The Instructional Leadership Team will provide/facilitate professional development around building academic language and knowledge (Hallmark 1) and writing to build language and knowledge in order to express and explain students' reasoning in multiple ways (Hallmark 2) in summer Institute.	
August 2020	September 2020	The grade-level teams will examine the Priority Standards/Supporting Standards in conjunction with reviewing 2020-2021 RCSD Math curriculum maps to identify ways of incorporating prior learning into existing	

Math Goal

		acing guides and curriculum maps to show student evidence through meaningful discussion and written explanation.	
September 2020	October 2020	Introduce Read, Draw, Write (RDW) as a school wide strategy to solve mathematical word problems.	
October 2020	November 2020	Teachers participate in learning walks with a focus on the RDW strategy. Feedback will be shared collaboratively during Professional Learning Communities.	
November 2020	December 2020	During Professional Learning Communities, teachers will analyze student work that utilizes the RDW strategy.	
October 2020	January 2020	Administration will conduct walkthroughs around building academic language and knowledge (Hallmark 1) and writing to build language and knowledge in order to express and explain students' reasoning in multiple ways (Hallmark 2).	
October 2020	January 2020	Feedback from data analysis from administration walkthroughs will be discussed during Professional Learning Communities. From the collaborative discussions, a learning walk schedule will be created where teachers can share best practices.	
October 2020	January 2020	Teachers collecting data (summative, formative, progress monitoring, benchmarking) and displaying such data on a dash board	
October 2020	January 2020	As a result from data analysis teachers will create strategic groupings to inform instruction (intervention, small group, flexible.....).	

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

Math NWEA	38% of students met or exceeded NWEA growth targets.	50% of students will meet or exceed their personal goal that was set based on their fall NWEA RIT score.

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	The principal and assistant principal will continue to conduct informal walkthroughs to collect data and follow-up on next steps provided after the previous walkthroughs. They will continue to provide teachers with feedback following the walkthroughs including actionable next steps for improvement.
January 2021	June 2021	Teachers will continue to engage in learning walks targeting individual identified strategies. Further reflection and discussion of instructional practices will continue during the Professional Learning Communities.
January 2021	June 2021	Instructional coaches will provide individual coaching to teachers to support our strategies.

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Curriculum Maps need updating	Convene vertical teams to ensure last year’s missed content is covered in Fall.	August
Technology Needs	Educational packets/information on access.	August
Engaging families in the curriculum	Create Snapshot of goals for the year.	August

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)
.5	.49

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?)
Lack of planning and collaboration between ENL and Classroom Teacher.	All ENL Students
Inconsistent school wide strategies for ENL strategies.	All ENL Students

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>			Completed
Start	End	Action	
September 2020	December 2020	ENL teachers will meet weekly as a team, as well as attend professional learning communities (grade levels), where appropriate.	
September 2020	December 2020	Teachers will share lesson plans with ENL teachers so they can collaborate how to incorporate ENL service.	
August 2020	September 2020	Ensure parent and student handbook is translated into the languages represented in our school.	
September 2020	December 2020	School wide common strategies across grade levels to support ELL learning and cultural responsiveness. NYS Scaffolding Guides (3-8). http://www.nysed.gov/curriculum-instruction/supporting-all-students-resource-guides-scaffolding-instruction-english	
September 2020	December 2020	Support MyView program through ENL and classroom teacher collaboration.	
September 2020	December 2020	Professional development to support the ENL students in the classroom will be facilitated monthly to staff in conjunction with the Multilingual department.	

ELP or School-Selected Goal

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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
MyView Assessments	N/A	The targets will be determined once data is collected from assessments from September to November.

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>			Completed
Start	End	Action	
January 2021	June 2021	Continue to support MyView program through ENL and classroom teacher collaboration.	
January 2021	June 2021	ENL teachers will meet weekly as a team, as well as attend professional learning communities (grade levels), where appropriate.	
January 2021	June 2021	Teachers will share lesson plans with ENL teachers so they can collaborate how to incorporate ENL service.	
January 2021	June 2021	Ensure parent and student handbook is translated into the languages represented in our school.	
January 2021	June 2021	School wide common strategies across grade levels to support ELL learning and cultural responsiveness. NYS Scaffolding Guides (3-8). http://www.nysed.gov/curriculum-instruction/supporting-all-students-resource-guides-scaffolding-instruction-english	

ELP or School-Selected Goal

January 2021	June 2021	Professional development to support the ENL students in the classroom will be facilitated monthly to staff in conjunction with the Multilingual department.	

Addressing COVID-19 Related Challenges

<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
Ensure online resources are created and translated.	Flower City Distance Learning Plan.	July-Sept

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	31	43.6
Black	28.4	43.6
ELL		34
Hispanic		45.9
SWD	38.2	48.8
White		29.8

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?)
Lack of systems and structures in place to address chronic absenteeism.	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)			Completed
Start	End	Action	
August 2020	September 2020	Utilize the start of school year PD days for teachers and school staff to discuss yearly plans and whole school strategies. Establish an attendance team. Develop a yearly attendance plan and goals.	
August 2020	August 2020	Parent Liaison will reach out to new families.	
September 2020	December 2020	Weekly attendance team meetings using consistent agendas and meeting norms.	
August 2020	September 2020	Using last year's data, the attendance team will place students in 3 tiers. With Tier 3 being students who were chronically absent the year prior.	
August 2020	September 2020	Tier 1-Back-to-school messaging about the importance of attendance. Establish a good and improved attendance incentive schedule/process. Conduct welcoming traditions for students and families. Promote immunization activities in partnership with health providers.	
August 2020	September 2020	Tier 2-Develop personalized relationships with students and families who are at risk for attendance issues. Ensure outreach draws upon family languages and cultures.	

Chronic Absenteeism or School-Selected Goal

August 2020	September 2020	Tier 3- Consider demographics of the new student body to identify vulnerable populations at risk for chronic absence. Monitor disparities	
September 2020	December 2020	Tier 1-Promote and maintain a positive school climate. Weekly/monthly recognition. Positive, regular communication with families about student attendance. Tier 2-Strategy to connect groups of students showing signs of attendance issues, Ensure IEPs address attendance. Tier 3-Referrals to case workers as needed. Early interventions before taking punitive measures	
October 2020	November 2020	Review early warning data. Ensure staff are prepared to discuss in Parent-Teacher Conferences.	
October 2020	November 2020	Tier 1-Parent-Teacher conference (recognize good attendance and express concerns in a supportive manner if needed). Check in with students/families with known medical conditions. Tier 2- Develop school-wide Tier 2 strategies. Parent-Teacher conference (raise concerns about attendance). Create personalized student plans. Identify common barriers of Tier 2 students and organize strategies to address barriers. Tier 3- Identify common barriers of Tier 3 students and engage external resources.	

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

Chronic Absenteeism or School-Selected Goal

% of students with 9 or more absences (<i>replace with alternate data source if not using a CA goal</i>)		Chronic Absenteeism- 30%	Severely chronically absent students will decrease by 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? (<i>add additional rows as needed</i>)		
Start	End	Action
January 2021	February 2021	Revisit data to measure progress and revise schoolwide strategies as needed .
January 2021	February 2021	Tier 1-Messaging and incentives around winter events. Use data to identify attendance dips and align events to mitigate low attendance days. Mid-year activities to remind the school community about attendance. Tier 2- Identify moderately chronically absent students (missing 10%). Identify causes of absenteeism and assign appropriate interventions. Tier 3- Convene case-management conferences with all relevant stakeholders (e.g. mental health, child welfare).
March 2021	April 2021	Ensure staff are prepared to discuss in Parent-Teacher conferences.
March 2021	April 2021	Tier 1- Parent-Teacher conference student attendance check-in. Incentives and messaging around the spring slump. Tier 2- Parent-Teacher conference (strategies to prevent attendance rate from getting worse or continuing). Tier 3-Conferences with parents, legal guardians and community partners.
May 2021	June 2021	Review data. Share data with student’s next teacher for smooth transitions
May 2021	June 2021	Tier 1-Establish end of year traditions to keep the school community engaged and maintain student attendance in the last weeks of school. Acknowledgement of attendance successes. Tier 2- Meet with transition grade personnel to conduct warm hand-off of at risk students and develop a plan for the first day of school interventions. Include chronic absence as a factor in summer school placement. Tier 3- Meet with transition grade personnel and assign mentors for the first day of school.

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

Chronic Absenteeism or School-Selected Goal

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
Parents may not be comfortable with sending students to school.	Ensuring there is a plan to keep students safe while educating parents about the plan.	September 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)
Students	Students respect one another.	Students agreeing or strongly agreeing with the statement will increase to 50%	40% of students disagree and 26% strongly disagree that students respect each other. 6% Strongly agree and 26% agree.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
A lack of modeling interpersonal skills
Students were not empowered to be reflective on their intrapersonal skills as well as social skills
School community that focused on relationship building (Restorative practices)

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>			Completed
Start	End	Action	
August 2020	August 2020	Instructional Leadership Team and Behavior Team (Social Worker, Center for Youth, ISS Support Staff) will plan Anti-bullying Campaign	
August 2020	August 2020	Restorative Practice Professional Development for staff during the School 54 "Summer Institute"	
September 2020	October 2020	Participate in Anti-bully campaign led by Instructional Leadership Team and Behavior Team (Social Workers, Center for Youth, ISS Support Staff) with student participation	
September 2020	November 2020	Restorative practice training for students	
September 2020	September 2020	Instructional Leadership Team, Behavior Team, and teachers will facilitate staff development of Friday Fun Choice electives	
September 2020	November 2020	Instructional Leadership Team and Behavior Team will reestablish Student Council	
September 2020	October 2020	Instructional Leadership Team and Behavior Team (Social Worker, Center for Youth, ISS Support Staff) will establish school-wide morning meetings focusing on social and emotional support	

Survey Goal

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Behavioral Referrals	Decrease in behavior referrals and suspension relating to bullying. Students agreeing or strongly agreeing that they feel respected will increase to 50%

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	June 2020	Continue Restorative Practice Professional Development for staff and students
January 2020	June 2020	Continue Anti-Bullying Campaign led by the Instructional Leadership Team and the Behavior Team with student participation
January 2020	June 2020	Instructional Leadership Team, Behavior Team, and teachers will continue to facilitate Friday Fun Choice electives
January 2020	June 2020	Student Council will continue to meet with the Instructional Leadership Team and Behavior Team
January 2020	June 2020	Instructional Leadership Team and Behavior Team (Social Workers, Center for Youth, ISS Support Staff) will continue to facilitate school-wide morning meetings focusing on social and emotional support

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
School Closure	Social media presence and distant learning	September 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).