

# 2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	World of Inquiry #58	T Hani Pantoja	K-12

## 2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
<b>All Students</b>	1	1	1	3	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	1	1		1	3
ED	1	1	1	3	1	2
Hispanic	1	1	1		1	1
SWD	1	2	1		1	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
<i>Thursday, June 18th</i>					X
<i>Wednesday, June 17th</i>					X
<i>Friday, June 12th</i>	X	X	X	X	X
<i>Tuesday, June 9th</i>	X	X	X	X	X
<i>Monday, June 8th</i>	X	X	X	X	X
<i>Friday, June 5th</i>	X	X	X	X	X
<i>Tuesday, June 2nd</i>			X		

## Stakeholder Participation

### TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	There were teacher participants in all aspects in all aspects in the development of the plan. All teachers and staff members received drafts of the plan with opportunities to provide crucial feedback.
Parents with children from each identified subgroup	A Town Meeting was conducted, 3 SBPT members that were a part of the planning, some participants were teachers that also have students in our building.
Secondary Schools: Students from each identified subgroup	SBPT student representative reviewed and approved the K-8 plan.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>						Signature
		6/2	6/5	6/8	6/12	6/17	6/18	
<b>T'Hani Pantoja</b>	Principal	X	X	X	X	X	X	
<b>Jeff Mikols</b>	Assistant Principal	X	X	X	X		X	
<b>Adrienne Steflik</b>	Assistant Principal					X		
<b>Lisa Zeller</b>	Science Teacher/ Instructional Coach		X	X	X			
<b>Kara Miller</b>	Instructional Coach		X	X	X			
<b>Stacey Sookram</b>	Intervention Prevention Teacher	X			X			
<b>Jessica Flanders</b>	6th Grade Teacher	X					X	
<b>Jessica Aldinger</b>	6th Grade Teacher						X	
<b>Maya Waller</b>	Student						X	
<b>Johanna Gefell</b>	Parent						X	
<b>Sara Olivieri</b>	Parent					X		
<b>Matt Gauvin</b>	Science Teacher						X	
<b>Davin Reddington</b>	Social Studies Teacher						X	
<b>Sharon Peck</b>	Parent					X		
<b>Jennifer Wagner</b>	5th Grade Teacher						X	

Due to Covid 19 all signatures were obtained via email and SBPT meeting minutes of June 18th, 2019. The School Improvement Parent Meeting was done via zoom and had an additional 5 members.

## 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: [State-Supported Evidence-Based Strategies](#)

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

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

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

### X State-Supported Evidence-Based Strategy

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

<b>Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	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 Clearing house gave that intervention:

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

## Evidence-based Intervention

**School-Identified**

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	28.4	9.1
Black	28.6	6.4
ED	28.9	6.5
Hispanic	31.4	11.4
SWD	26.2	5.1

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
As evidenced by data collected during Learning Walks/Evaluation Process/ Review of Data Points including NWEA, AIMSweb, Running Records/Report Card data, and review of student work, it was determined that there is a need for professional learning and discussion around teaching common reading comprehension strategies and a focus on the NYS Hallmarks as good teaching for all students.	K-8 Elementary
All students need to engage in culturally appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards. (Hallmark 1) Furthermore, to build both conversational and academic language and knowledge using EL discussion protocols that anchor discussion during all parts of the lesson are necessary. Consistent structures implement instructional solutions, collect and analyze data, and assess the impact of these solutions have not been created and sustained throughout the school year.	K-8 Elementary

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Aug 20	Aug 21	The Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will facilitate the Summer Professional Learning Institute to kick off SCEP, work plan, and focus for the academic year.
Supt Conf Days	Supt Conf Days	Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will plan and facilitate schoolwide professional development focused on culturally responsive pedagogy.
September	September	Central office instructional coaches will provide training and Professional Development for teachers in Data Wise (or MyView protocols).



ELA Goal

September	December	Central office instructional coaches will support comprehension and metacognitive professional learning by pushing in classrooms and supporting teachers, based on each teacher and classroom specific need specifically around Advanced Literacy Hallmark 1 (Engaging In Content Rich Text).
September	December	Community Resource Site Coordinator and building-based Instructional coach will engage teachers in expedition planning sessions which will include strategic discussions about integration of reading comprehension.
October	December	Every four weeks, the Elementary Principal, Reading Teacher, Intervention Prevention Teacher, and members of the Instructional Leadership Team (ELSC) will meet with each grade level team for Student Centered Conversations ( <i>formerly known as WIGS</i> ). The first series will be focused on data processing utilizing Data Wise (or MyView protocols) to discuss literacy comprehension instruction. Discussions around collection and analysis of data, trying out instructional solutions, and assessing the impact of these solutions will take place in eight week cycles. The second series will focus on MTSS discussions of individual student needs. The Middle School Principal, Reading Teacher and members of the Instructional Leadership Team (ELSC) will meet monthly for MTSS discussions.
September	December	Reading comprehension and metacognitive strategies will be taught through lesson design that include explicit use of learning targets, focused mini-lessons that include modeling, opportunities for students to engage in active discussion protocols (Hallmark 2) and student-engaged assessments.
September	December	Reading Teacher and Intervention Prevention Teacher will plan and implement intervention groups for identified students of need.
September	December	Elementary Instructional Leadership Team teacher(s) (known as ELSC) and Community Resource Site Coordinator will conduct a Professional Learning Community during monthly Elementary PD focused on providing support with implementation of MyView, infusing culturally responsive pedagogy into the program and aligning practices to the district's Instructional Framework and EL Education.
October	December	Teacher(s) will host Elementary Learning Labs, formal lesson study professional development focused on lesson design and pedagogy that includes EL Education Core Practices, MyView, Hallmark 1 and Hallmark 2 comprehension and metacognitive strategies.

Mid-Year Benchmark

<p>Identify the <b>specific assessment of ELA performance</b> 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>		
<b>Assessment</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>

ELA Goal

NWEA	0.48	0.58
Common Literacy Assessments	N/A	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Supt Conf Days	Supt Conf Days	Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will plan and facilitate schoolwide professional development focused on culturally responsive pedagogy.
January	June	Principal, Community Site Coordinator, and Intervention Prevention will continue to support comprehension and metacognitive professional learning by pushing in classrooms and supporting teachers, based on each teacher and classroom specific need specifically around Advanced Literacies Hallmark (Frequent Writing) .
January	June	Intervention Prevention Teacher will plan and implement intervention groups for identified students of need.
January	June	Reading comprehension and metacognitive strategies will be taught through lesson design that include explicit use of learning targets, focused mini-lessons that include modeling, opportunities for students to engage in active discussion protocols (Hallmark 2) and student-engaged assessments.
January	June	Community Resource Site Coordinator and building-based Instructional coach and EL consultant will engage teachers in expedition planning sessions which will include strategic discussions about integration of reading comprehension.
January	June	Elementary Instructional Leadership Team teacher(s) (known as ELSC) and Community Resource Site Coordinator will conduct a Professional Learning Community during monthly Elementary PD focused on providing support with implementation of MyView, infusing culturally responsive pedagogy into the program and aligning practices to the district's Instructional Framework and EL Education.
January	June	Teacher(s) will host Elementary Learning Labs, formal lesson study professional development focused on lesson design and pedagogy that includes Expeditionary Learning practices, MyView, Hallmark 1 and Hallmark 2 comprehension and metacognitive strategies.
January	June	Every 6-8 weeks, the Elementary Principal, Intervention Prevention Teacher, and members of the Instructional Leadership Team (ELSC) will meet with each grade level team for Student Centered Conversations <i>(formerly known as WIGS)</i> . The first series will be focused on data processing utilizing Data Wise (or MyView protocols) to discuss literacy comprehension instruction. Discussions around collection and analysis of data, trying out instructional solutions, and assessing the impact of these solutions will take place in eight week cycles. The second series will focus

ELA Goal

		on MTSS discussions of individual student needs. The Middle School Principal, Reading Teacher and members of the Instructional Leadership Team (ELSC) will meet monthly for MTSS discussions.
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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>
Analysis of priority standards after baseline testing	Instructional Leadership Team (ELSC) will meet to analyze baseline data and determine additional supports needed for students with significant gap (e.g., intervention groups)	October
Student training in myView	Contact SAVVAS trainer for videos that help students learn how to use myView online platform.	September
Secure technology for students K-5	Contact District officials to ask how to secure technology for our students.	August

## Math Goal

### Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	34.5	9.2
<b>Black</b>	30.7	6
<b>ED</b>	32.6	5.7
<b>Hispanic</b>	35	11.4
<b>SWD</b>	26.2	1.3

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
While there was an encouraging start to Vertical Training this year, there is still a need to focus on this important work as it is still in the beginning stages. This work will allow K-12 teachers to articulate and collaborate on areas of needed student improvement.	K-12
There is not consistent use of a unified K-6 curriculum which allows for coherence in major content emphasis.	K-6

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September	January	Community Resource Site Coordinator and building-based Instructional coach will engage teachers in expedition planning sessions which will include strategic discussions about integration of math practices.
October	January	The Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will plan and facilitate vertical (K-12) math training during monthly PDs in grade level bands, K-2 and 3-6. These PD opportunities will engage teachers in workshop and collegial circles where they will collaborate to learn about key mathematical strategies in alignment with Expeditionary Learning core practices. Strategic use of the LASW protocol will support teachers in reflecting on student assessment data and allow for authentic discussions about these key mathematical strategies.  The focus for months October - January will be: reading strategies and strategies for grappling to contextualize word problems.
November	November	Teachers and Instructional Leadership Team (ELSC) will review students' quarterly benchmark assessments.

## Math Goal

January	January	Teachers and Instructional Leadership Team (ELSC) will review students' quarterly benchmark assessments.
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### Mid-Year Benchmark

<p>Identify the <b>specific assessment of math performance</b> 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
NWEA	45 Performance Index based on Projected Proficiency	55 Performance Index based on Projected Proficiency
Quarterly Benchmark Assessments	N/A	

### 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January	June	Community Resource Site Coordinator and building-based Instructional coach will engage teachers in expedition planning sessions which will include strategic discussions about integration of math practices.
February	April	<p>The Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will plan and facilitate vertical (K-12) math training during monthly PDs in grade level bands, K-2 and 3-6. These PD opportunities will engage teachers in workshop and collegial circles where they will collaborate to learn about key mathematical strategies in alignment with EL Education core practices. Strategic use of the ATLAS protocol will support teachers in reflecting on student assessment data and allow for authentic discussions about these key mathematical strategies.</p> <p>The focus for months February - April will be: use of descriptive feedback to strategically improve the quality of student responses.</p>

## Math Goal

March	March	Teachers and Instructional Leadership Team (ELSC) will review students' quarterly benchmark assessments.
May	June	<p>The Instructional Leadership Team (ELSC) and Community Resource Site Coordinator will plan and facilitate vertical (K-12) math training during monthly PDs in grade level bands, K-2 and 3-6. These PD opportunities will engage teachers in workshop and collegial circles where they will collaborate to learn about key mathematical strategies in alignment with Expeditionary learning core practices. Strategic use of the ATLAS protocol will support teachers in reflecting on student assessment data and allow for authentic discussions about these key mathematical strategies.</p> <p>The focus for months May - June will be: use of student discussion protocols to ensure that all students have the opportunity to articulate what they know.</p>
May	May	Teachers and Instructional Leadership Team (ELSC) will review students' quarterly benchmark assessments.

### Addressing COVID-19 Related Challenges – Math Goal

<p><b>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)</b></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>
Curriculum maps need updating due to the unique needs students will have returning from Spring 2020 semester.	Summer meetings to view resources made available by RCSD and Zearn to then recalibrate unit sequencing at School 58 to ensure students have proper foundations and can successfully complete grade level work in 2020-21	August 2020

School-Selected Goal - SEL

<b>June 2021 Goal</b>	<b>2018-19 ELP Success Ratio</b> (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
<b>Met ELP</b>	1.08
<b>10% Decrease in number of suspensions</b>	263 (142) based on prorated data due to COVID

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
There is a need for intensive and ongoing professional learning communities around social emotional learning and restorative practices. Staff need more training on culturally responsive pedagogical practices to inform social emotional learning.	No

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
August	August	The Restorative Practice design task team will collaborate with the Instructional Leadership Team (ELSC) and Community Resource Site Coordinator to plan and facilitate professional development that supports teachers in engaging in a deep dive into Code of Conduct and restorative practices.
August	August	The Restorative Practice design task team will create a guidance document that includes information for teachers regarding structures, protocols, and strategies to use on a daily basis to support students in classrooms, hallways, cafeteria, etc.
September	September	Roc Restorative liaison will partner with the Restorative Practice design task team teachers/ building-based Roc Restorative Champion to facilitate restorative practice activities for students during Outward Bound experiences K-8.
September	January	The Student Support Services team will meet weekly to review data, and implement and reflect on support plans put in place.
September	January	Restorative Practice design task team (including classroom teachers, students, Intervention Prevention Teacher, Griffin Help Zone teacher, and an administrator) will attend district level professional development, and individualized school monthly trainings led by Roc Restorative liaison in

## ELP or School-Selected Goal

		order to support peers in consistently using restorative practices in daily practice such as rituals and routines that align with the Griffin Values for consistent expectations in classroom, hallway, lunchroom, and recess.
September	January	Community Resource Site Coordinator will partner with ROC Restorative, and/or Gandhi Institute to support with building a Help Zone/ISS student re-engage or transition plan. Explore possibilities to expand support from Center for Youth.
September	January	The Intervention Prevention teacher will plan and implement intervention groups for teacher identified students of need.
September	January	The Intervention Prevention teacher will attend the Roc Restorative training for building leadership.
September	January	Community Resource Site Coordinator will explore other mental health community agency school partnership opportunities.

### 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.

Data Source	January 2020 Results	January 2021 Target
Suspension Data	145	131

### Planning for January to June

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

Start	End	Action
January	June	Roc Restorative liaison will partner with the Restorative Practice design task team teachers/ building-based Roc Restorative Champion to facilitate restorative practice activities for students during Outward Bound experiences K-8.
January	June	The Student Support Services team will meet weekly to review data, and implement and reflect on support plans put in place.
January	June	Restorative Practice design task team (including classroom teachers, students, Intervention Prevention Teacher, Griffin Help Zone teacher, and an administrator) will attend district level professional development, and individualized school monthly trainings led by Roc Restorative liaison in order to support peers in consistently using restorative practices in daily practice such as rituals and routines that align with the Griffin Values for consistent expectations in classroom, hallway, lunchroom, and recess.
January	June	Partner with ROC Restorative, and/or Gandhi Institute to support with



ELP or School-Selected Goal

		building a Help Zone/ISS student re-engage or transition plan. Explore possibilities to expand support from Center for Youth.
January	June	The Intervention Prevention teacher will plan and implement intervention groups for teacher identified students of need.
January	June	The Intervention Prevention teacher will attend the Roc Restorative training for building leadership.
January	June	Community Resource Site Coordinator will explore mental health community agency school partnership.

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
Analyze student contact information from Spring 2020	Identify gaps	August
More Intervention Prevention Teachers	Gaps in student learning	September

## 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	11.2	17.5
Black	9	15.2
ED	12.5	19.9
Hispanic	19.2	25.7
SWD	14	20

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school needs to tighten up adherence to the structures of the Attendance Plan. During the school year 2019-2020 one of the school's attendance support positions was moved to central office mid year; this left a gap in outreach to scholars/families relative to daily absence. Furthermore, most schools that are Elementary have a parent liaison and home school assistant. WOIS only has a home school assistant to serve K-12. During 2019-2020 the elementary school did not have a system to evaluate the effectiveness of current supports to determine whether adjustments to individual student plans were needed. The cut in administrative support for the 2019-2020 made it difficult to carry out individualized attendance actions for students and follow up with those actions.	Elementary Level K-8
The school does not have a system to build a bridge to support the family in improving school attendance, a focus on relationship building and trust so we can identify the root cause and support the family. Our primary project TA was cut mid year, therefore our Elementary K-4 social worker was pulled from preventive work to caseload to support IEP caseloads and a comprehensive system was never fully vetted.	Elementary K-8

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action

Chronic Absenteeism or School-Selected Goal

August 2020	August 2020	School leaders will review 2019-20 attendance data to develop four lists: 1) Returning students who were severely chronically (absent 20%) in 2019-20 will be given Tier 3 supports at the start of the school year. 2) Returning students who missed between 10 and 19.9 days (chronically absent) in 2019-20 will be given Tier 2 supports at the start of the school year..
September 2020	September 2020	School leaders will identify staff to serve as members of the attendance committee and collaboratively develop protocols and expectations for this committee and the weekly meetings. Attendance team will review the school wide attendance referral document and update if necessary. This document will be shared with staff. Protocols will be documented in the School Calendar.
September	October 15, 200	The Clerk and home school assistant will work toward identifying 2 and 3 supports. The Community Resource Site Coordinator will develop and coordinate an attendance success coach/mentoring program. Tier 3 students will be assigned a staff who are willing to serve as mentors for students
October 15th , 2020	October 31st, 2020	Mentors will be recruited by the Community Resource Coordinator and will present expectations and processes for Mentors including goal setting, record keeping, and incentive ideas.
September	January	The home school assistant will communicate Tier 2 to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. We will endeavor to provide a mentor for Tier 2 scholars.
September	January	Crew teachers will make daily outreach when a scholar is absent. If the scholar/family does not respond digitally, the teacher will make a daily phone call. Student centered conversations will also include Tier 2 and 3 attendance issues. The Attendance Actions will be recorded on Power School.
November	January	Staff mentors will check in daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff mentors will call the home of each student who is not in attendance each day.

## Chronic Absenteeism 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 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> )	<b>All Students</b>	15.4%	13.3%

### 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? (<i>add additional rows as needed</i>)</p>		
Start	End	Action
January	June	The home school assistant will communicate Tier 2 to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. Community Resource Site Coordinator will endeavor to provide a mentor for Tier 2 scholars.
January	June	Crew teachers will make daily outreach when a scholar is absent. If the scholar/family does not respond digitally, the teacher will make a daily phone call. Student centered conversations will also include Tier 2 and 3 attendance issues. The Attendance Actions will be recorded on Power School.
January	June	Staff mentors will check in daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee.

### 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
Technology	Advocate for Funding	August

Chronic Absenteeism or School-Selected Goal

Check-ins on students not participating in distance learning if school is not fully open in September.	Community Resource Site Coordinator will work with Assistant Principals to ensure students not participating have been contacted as well as parent/guardian.	Sep-Jan
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## Survey Goal

### 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>
Students at this school stop and think before doing anything when they get angry. Students at this school try to work out their disagreements with other students by talking to them.	Based on the last student survey, 60% of students surveyed disagreed or strongly disagreed that students stop and think prior to acting when they are angry. 60% of students surveyed disagreed or strongly disagreed that students try to work out their disagreements with one another by talking.	54%	Results are from 2019

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
There is a need for intensive and ongoing professional learning communities around social emotional learning, culturally responsive practices and restorative practices.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
August	September (may include others as needed as the year goes on)	Griffin Help Zone teacher will create plan of support for classroom and special education teachers.
End of Sept	June	The Student Support Services team will meet bi-weekly to review data.
Sept	June	Intervention Prevention Teacher will establish procedures and routines for daily social emotional check-ins, school and classroom response systems, and staff/parent/student accountability.

## Survey Goal

August	Sept	The Intervention Prevention teacher along with a team of classroom teachers will create rituals and routines for the classroom, hallway, lunchroom and recess that align with the Griffin Values.
Sept	Oct	Intervention Prevention Teacher and Middle School Crew Teachers will provide opportunities to explicitly review, reflect upon, and modify/fortify rituals and routines in a station rotation around the hallway, lunchroom, bathroom, and recess as needed.
July	Aug	Instructional Leadership Team (ELSC) will facilitate Summer Professional Learning Institute which will include strategic discussions and planning of morning meeting and crew practices.

### 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.	
<b>Data Source</b>	<b>January 2021 Target</b>
Suspension Help Zone Data	Decreased data connected to problem solving team data and plans, discipline data, Griffin Help Zone data:

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan	June	The Student Support Services team will meet weekly to review data.
Jan	June	Intervention Prevention Teacher and Middle School Crew Teachers will provide opportunities to explicitly review, reflect upon, and modify/fortify rituals and routines in a station rotation around the hallway, lunchroom, bathroom, and recess as needed.
Jan	June	Explore possibilities to expand support from the Center for Youth.
August	Sept	The Intervention Prevention teacher along with a team of classroom teachers will create rituals and routines for the classroom, hallway, lunchroom and recess that align with the Griffin Values.

## Survey Goal

### 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
Proactive communication to maintain continuity in learning.	Leverage support of PTC members, Community Resource Site Coordinator and home school assistant to engage students/families around essential participation in distance learning.	August and Sept
Support students with the transitions and new policies put in place when returning to school.	SBPT and Building Committee will create and review policies; then classroom and crew teachers will communicate policies with students.	Sept-June
Address increased trauma with families, students, and staff.	Recruit Roc Restorative to provide additional training to staff on providing trauma informed care.	Sept-June



## Submission Assurances

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

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

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto:SCEP@nysed.gov) the following documents:

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

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

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