



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Virgil Grissom School #7	David Lincoln	K-6

## 2018-19 Accountability Data

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

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

**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

## 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
05/12/2020	X	X	X	X	
05/26/2020	X	X	X	X	
06/01/2020	X	X	X	X	
06/09/2020	X	X	X	X	x
<b>06/15/2020</b>	X	X	X	X	x
<b>06/18/2020</b>	X	X	X	X	x

## Stakeholder Participation

### TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable 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)								Signature
		5/12	5/28	6/1	6/9	6/15	6/18			
David Lincoln	Principal	x	x	x	X	X	x			
Mark Wilkins	AP	x	x	x	x	x	x			
Kelly Sanson	AP	x	x	x	x	x	x			
Candace Colon	Intervention	x	x	x	x	x	x			
Elizabeth Servoss	Intervention	x	x	x	x	x	x			
Marissa Mastrosimone	Intervention	x	x	x	x	x	x			
Jeff Stanley	Grade 5	x	x	x	x	x	x			
Tammy Halldow	TA	x	x	x	x	x	x			
Nicole Rosen	Librarian	x	x	x	x	x	x			
Sarah Yasses	Self Contained	x	x	x	x	x	x			
Jennifer Woods	Art	x	x	x	x	x	x			
Ellen Magee	ESOL	x	x	x	x	x	x			
Laura Hart	Grade 3	x	x	x	x	x	x			
Sheri Parrinello	Psychologist	x	x	x	x	x	x			
Brennen Colwell	CO	x	x	x	x	x	x			
Gerald Wiepert	Grade 6	x	x	x	x	x	x			
Molly Kolb	ESOL	x	x	x	x	x	x			
Alicia Romas	Parent	x	x	x	x	x	x			

Stakeholder Involvement Signature Page

<b>David Lee</b>	Parent	X	X	X	X	X	X			
<b>Monique Ridgeway</b>	Parent	X	X	X	X	X	X			

## Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	<b>Professional Learning Community</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA, Math, and ELP

**Clearinghouse-Identified**

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

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

Evidence-based Intervention

**School-Identified**

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

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



ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	By June 2021. school academic achievement index will be 60	55.3

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?)
	All
Based on the 2019-20 NWEA and CFA data, teachers need resources to link the strategies, content, and materials from previous grades to the current grade (lack of a ELA vertical alignment with common curriculum has affected student achievement)	
Based on observation, individual student data is not analyzed frequently and consistently to create individualized instruction	

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
Sept		<p>Instructional Coaching: Instructional support : Support teachers to model the use of graphic organizers by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s created pacing and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p> <p>First administration of CFA and NWEA to gather baseline data. CFA administered and analyzed to create individualized learning plans. CFA administered 3 times per year and analyzed utilizing data wise protocols</p>

ELA Goal

		to create individualized learning plans and flexible groupings. Administer baseline assessments with My View.
9/8/2020	9/25/2020	<p>Instructional coach will give information for teachers to start implementing Hallmark 3 as well as new district pacing using the MY View program</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out My View as well as districts pacings and guidance documents</li> </ul> <p>NWEA, My View, and AIMSWEB first administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings. K-6</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for ELA, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
9/25/2020	10/9/2020	<p>Instructional Coaching ROTATION 1- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI)</p>
10/12/20	10/23/20	<p><b>CFA or My View Assessment #1</b> - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching English Language Arts skills.. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>-</p> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>

ELA Goal

<p>10/26/20</p>	<p>11/6/20</p>	<p>Instructional coach will give information for teachers to continue implementing Hallmark 3 as well as new district pacing</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from My View, NWEA, and Common Formative Assessments</p>
<p>11/9/20</p>	<p>11/20/20</p>	<p>Instructional Coaching ROTATION 2- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p><b>My View Unit Assessment-</b> Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p>
<p>11/23/20</p>	<p>12/11/20</p>	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA skills, (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p><b>CFA #2</b> - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul>

ELA Goal

		PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly
12/14/20	1/8/20	<p>Instructional Coaching ROTATION 3- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>NWEA 2nd administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for ELA, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>

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 Data	80% of students meet Projected Growth Goal	90% of students meet Projected Growth 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? *(add additional rows as needed)*

Start	End	Action
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ELA Goal

<p>1/11/21</p>	<p>1/25/21</p>	<p>Instructional coach will give information for teachers to begin implementing Hallmark 1 , and continue Hallmark 3</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's cerated pacings and guidance documents</li> </ul> <p>CFA #3 /My View Unit Test - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from NWEA,My View, and Common Formative Assessments</p>
<p>1/25/21/2/</p>	<p>2/5/21</p>	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
<p>2/8/21</p>	<p>2/26/21</p>	<p>Instructional Coaching ROTATION 4- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>

ELA Goal

		Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from My View, and Common Formative Assessments
3/1/21	3/12/21	<p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from My View, and Common Formative Assessments</p>
3/15/21	3/26/21	<p>Instructional Coaching ROTATION 5- (identify and work with 2 classes for 5-6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA skills.. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
4/5/21	4/16/21	<p><b>My View Unit Assessment-</b> Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
4/19/21	5/3/21	PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly
5/3/21	5/14/21	PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly
5/17/21	5/28/21	<p><b>My View Unit Assessment-</b> Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p>

ELA Goal

		<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> <li>-</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
6/1/21	6/11/21	<p>NWEA last administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
6/14/21	6/24/21	<p>Grade level teams will share documents created with preceding year teachers</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to compile students to be red flagged for the following year. Information will be shared with students' teachers for the 2021/2022 school year.</p>

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>
Instructional coaching	PLC- Grade level meetings	August, All year
- convey information to teachers about the		

ELA Goal

adjusted district pacing charts		
Curriculum mapping of standards to address needs due to impact of Covid	PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI)	All Year



## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	By June 2021, student achievement index will be 73	65

### 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?)
Based on the 2019-20 NWEA and CFA data, teachers need resources to link the strategies, content, and materials from previous grades to the current grade.	
Walkthrough data is not analyzed consistently to determine which teachers need additional support in implementing priority instructional strategies.	
Based on observation, ZEAR individual student data is not analyzed frequently and consistently to create individualized instruction	

### 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
		Instructional coach will provide <i>PD</i> to unpack the modules with grade levels, based on district unpacking protocols <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</li> </ul>
9/8/2020	9/25/2020	Instructional coach will give information for teachers to start implementing Hallmark 3 as well as new district pacing <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a</li> </ul>

Math Goal

		<p>curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</p> <p>NWEA and AIMSWEB first administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings. K-6</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
9/25/2020	10/9/2020	<p>Instructional Coaching ROTATION 1- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI)</p>
10/12/2020	10/23/2020	<p>Around 10/16- 5th grade administration of CFA #1 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
10/26/2020	11/6/2020	<p>Instructional coach will give information for teachers to continue implementing Hallmark 3 as well as new district pacing</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</li> </ul>

Math Goal

		<p><b>Around Oct 26- 3rd grade CFA #1</b> - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p><b>NWEA second administration.</b></p> <ul style="list-style-type: none"> <li>- Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</li> </ul> <p><b>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</b></p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments</p>
<b>11/9/2020</b>	11/20/2020	<p><b>Instructional Coaching ROTATION 2-</b> (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p><b>Around 11/10- 6th grade administration of CFA #1</b> - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p><b>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</b></p>
11/23/2020	12/11/2020	<p><b>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</b></p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p><b>Around 12/4- 6th grade administration of CFA #2</b> - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p>

Math Goal

		<ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 12/4- 5th grade administration of CFA #2 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 12/6- 3rd grade CFA #2 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
12/14/2020	1/8/2020	<p>Instructional Coaching ROTATION 3- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>NWEA 2nd administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>

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 Data	80% of students meet Projected Growth Goal	90% of students meet Projected Growth Goal

Math Goal

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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
1/11/2021	1/22/2021	<p>Instructional coach will give information for teachers to begin implementing Hallmark 1 , and continue Hallmark 3</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s cerated pacings and guidance documents</li> </ul> <p>Around 1/15- 3rd grade administration of CFA #3 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 1/22- 5th grade administration of CFA #2 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments</p>
01/25/21	02/05/21	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>

Math Goal

		Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments
02/08/21	02/26/21	<p>Instructional Coaching ROTATION 4- (identify and work with 2 classes for 6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>Around 2/12- 6th grade administration of CFA #3 (Module 4) - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 2/22- 3rd grade administration of CFA #4 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments</p>
03/01/21	03/12/21	<p>Around 3/5/- 6th grade administration of CFA #4 (Module 3) - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 3/6- 5th grade administration of CFA #4 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul>

Math Goal

		<p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p> <p>Teachers and Instructional Leadership Teams create monthly individualized action plans and targets based on data review from IReady, ZEARN, and Common Formative Assessments</p>
03/15/21	03/26/21	<p>Instructional Coaching ROTATION 5- (identify and work with 2 classes for 5-6 weeks)</p> <ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> <li>-</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
04/05/21	04/16/21	<p>Around 4/9- 3rd grade administration of CFA #5 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Around 4/16- 6th grade administration of CFA #5 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
04/19/21	05/30/21	<p>Around 4/23- 5th grade administration of CFA #5 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul>

Math Goal

		<p>Around 4/30- 3rd grade administration of CFA #6 - Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
05/03/21	05/14/21	<p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
05/17/21	05/28/21	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
6/1/21	6/11/21	<p>NWEA last administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <p>PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI) - Weekly</p>
6/14/21	6/24/21	<p>Grade level teams will share documents created with preceding year teachers</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to compile students to be red flagged for the following year. Information will be shared with students' teachers for the 2021/2022 school year.</p>



## Math Goal

### 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
Instructional coaching - convey information to teachers about the adjusted district pacing charts	PLC- Grade level meetings	August, All year
Curriculum Maps adjusted by math department	Follow the district 20/21 Strategic Timeline - Adjust the module ad Zearn pacing based on the district substitution and omissions on the pacing chart	All year
Curriculum mapping of standards to address needs due to impact of Covid	PLC use student data to develop and implement intervention plans for Tier 2 and Tier 3 students (RTI)	All Year

ELP or School-Selected Goal

ELP or School-Selected Goal

<p style="text-align: center;"><b>June 2021 Goal -</b></p>	<p style="text-align: center;"><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)</p> <p style="text-align: center;">.71</p>

Root Causes

<p>What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?</p>	<p>Is this specific to certain sections of the school (grade/content area?)</p>
<p>Based on the 2019-20 NWEA, 2019 NYSESLAT, and CFA data, teachers need resources to link the strategies, content, and materials from previous grades to the current grade.</p>	

Action Plan: August to January

<p>What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)</p>				
<b>Start</b>	<b>End</b>	<b>Action</b>		
Sept.		<p>Instructional Coaching: Instructional support : Support teachers to model the use of graphic organizers by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s created pacing and guidance documents Data: Support teachers in analyzing data and then applying the data to strengthen instruction</p>		

ELP or School-Selected Goal

		<p>First administration of CFA and NWEA to gather baseline data. CFA administered and analyzed to create individualized learning plans. CFA administered 3 times per year and analyzed utilizing data wise protocols to create individualized learning plans and flexible groupings. Administer baseline assessments with My View.</p>	
9/8/2020	9/25/2020	<p>Instructional coach will give information for teachers to start implementing Hallmark 3 as well as new district pacing using the MY View program</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out My View as well as districts pascings and guidance documents</li> </ul> <p>NWEA, My View, and AIMSWEB first administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings. K-6</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for ELA, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans - Weekly</p>	
9/25/2020	10/9/2020	<p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by collaborating and co-teaching.</p> <p>PLC use student data to develop and implement intervention plans for ENL students.</p>	
10/12/20	10/23/20	<p><b>CFA or My View Assessment #1</b> - Grade level team and ENL teacher will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching English Language Arts skills.. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul>	

ELP or School-Selected Goal

		PLC use student data to develop and implement intervention plans for ENL students) - Weekly		
10/26/20	11/6/2020	<p>ENL teachers will support classroom teachers to continue implementing Hallmark 3 as well as new district pacing</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district's created pacings and guidance documents</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students.) - Weekly</p> <p>Classroom and ENL teachers create monthly individualized action plans and targets based on data review from My View, NWEA, and Common Formative Assessments.</p>		
11/9/20	11/20/20	<p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by collaborating and co-teaching.</p> <p>PLC use student data to develop and implement intervention plans for ENL students.</p>		
11/23/2020	12/11/2020	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA skills, (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>CFA #2 - Grade level team and ENL teacher will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students. -Weekly</p>		

ELP or School-Selected Goal

12/14/2020	1/8/2020	<ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by collaborating and co-teaching.</li> </ul> <p>NWEA 2nd administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <ul style="list-style-type: none"> <li>- Analyze NWEA and AIMSWeb data for ELA, align co-teaching to support and improve student achievement based on data, shifting resources as needed.</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>		

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** 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
NWEA Data	80% of students meet Projected Growth Goal	90% of students meet Projected Growth Goal

ELP or School-Selected 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? (add additional rows as needed)		
Start	End	Action
1/11/21	1/25/21	<p>Classroom and ENL teachers to begin implementing Hallmark 1 , and continue Hallmark 3</p> <ul style="list-style-type: none"> <li>- Curriculum: understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. Roll out district’s cerated pacings and guidance documents</li> </ul> <p>CFA #3 /My View Unit Test - Grade level team and ENL teachers will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <ul style="list-style-type: none"> <li>- Data: Support teachers in analyzing data and then applying the data to strengthen instruction</li> </ul> <p>PLC use student data to develop and implement intervention plans ENL students. - Weekly</p> <p>Classroom and ENL teachers create monthly individualized action plans and targets based on data review from NWEA,My View, and Common Formative Assessments</p>
1/25/21/2/	2/5/21	<p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students.- Weekly</p>
2/8/21	2/26/21	<p>Instructional support : Support teachers to implement effective instructional strategies, new ideas, by collaborating and co-teaching.</p> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>

ELP or School-Selected Goal

		Classroom and ENL teachers create monthly individualized action plans and targets based on data review from My View, and Common Formative Assessments
3/1/21	3/12/21	<p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p> <p>Classroom and ENL teachers create monthly individualized action plans and targets based on data review from My View, and Common Formative Assessments</p>
3/15/21	3/26/21	<ul style="list-style-type: none"> <li>- Instructional support : Support teachers to implement effective instructional strategies, new ideas, by collaborating and co-teaching.</li> </ul> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA skills.. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> <li>-</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>
4/5/21	4/16/21	<p><b>My View Unit Assessment-</b> Grade level team and instructional coach will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>
4/19/21	5/3/21	PLC use student data to develop and implement intervention plans for ENL students. - Weekly
5/3/21	5/14/21	PLC use student data to develop and implement intervention plans for ENL students. - Weekly
5/17/21	5/28/21	<p><b>My View Unit Assessment-</b> Grade level team and ENL teacher will meet to grade and review data (based upon district scoring protocols). Student misconceptions and patterns reviewed and addressed.</p> <p>Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings.</p>

ELP or School-Selected Goal

		<ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching mathematics skills, such as fractions, computation, and problem-solving. (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> <li>-</li> </ul> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>
6/1/21	6/11/21	<p>NWEA last administration. Data will be analyzed in PLCs, utilizing data wise protocols, to create individualized learning plans and flexible groupings.</p> <p>PLC use student data to develop and implement intervention plans for ENL students. - Weekly</p>
6/14/21	6/24/21	<p>Grade level teams will share documents created with preceding year teachers</p> <ul style="list-style-type: none"> <li>- Grade level team will use Google Docs to make a list of the concepts, key strategies, and techniques used when teaching ELA (This will be helpful for the preceding grade levels and vertical alignment). This list will be shared with teachers in the preceding grade.</li> </ul> <p>PLC use student data to compile students to be red flagged for the following year. Information will be shared with students' teachers for the 2021/2022 school year.</p>

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
Provide technology to all students for at home use.		
Collaborative planning - Utilize information about the adjusted district pacing charts	PLC- Grade level meetings	August, All year



ELP or School-Selected Goal

Curriculum mapping of standards to address needs due to impact of Covid	PLC use student data to develop and implement intervention plans for ENL students.	All Year
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## Chronic Absenteeism or School-Selected Goal

### Chronic Absenteeism or School-Selected Goal

Subgroup <i>(CSI schools use "All Students")</i>	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)
<b>All</b>	By June 2021, the school's Chronic Absenteeism rate will be 25%	31.6%

### 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 has not effectively communicated the importance of attending school daily	Specific to Chronically Absent students in 2019-20

### 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
Throughout the year		End of quarter- recognition of students who have perfect quarterly attendance.
9/8/2020	9/25/2020	<ul style="list-style-type: none"> <li>- Attendance team will develop a system of Tiered supports</li> <li>- Attendance team will identify monthly meetings dates for the school year &amp; use the district agenda template during each meeting</li> <li>- Identify 2019-20 chronically absent students as an attendance team; team will notify homeroom teacher of previous attendance concerns</li> <li>- Homeroom teachers will review the Attend Actions section of the PowerSchool system</li> </ul>
9/25/2020	10/9/2020	<ul style="list-style-type: none"> <li>-Monitor cumulative daily attendance to identify potential absentees</li> <li>-Utilize Zones of Regulation protocols in each classroom.</li> <li>-Utilize Restorative Practices daily in each and every classroom.</li> <li>-Adopt a procedure for office staff to make contact with chronic absentee families upon each absence. Administration will meet weekly with clerical staff to monitor communications between school and home</li> <li>- Parent Liaison will reach out/communicate with parents of previously chronically absent students</li> </ul>

Chronic Absenteeism or School-Selected Goal

		<p>The attendance committee will conduct its monthly meeting and cover four set topics: <b>** District protocol for agenda</b></p> <ol style="list-style-type: none"> <li>1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</li> <li>2) Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance.</li> <li>3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports.</li> <li>4) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.</li> </ol> <p>- Any parent communication regarding attendance will be noted in the Attend Actions section of the PowerSchool system by the professional who made connection</p>
10/12/2020	10/23/2020	<ul style="list-style-type: none"> <li>-Utilize Zones of Regulation protocols in each classroom.</li> <li>-Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>-The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
10/26/2020	11/6/2020	<b>attendance team ** District protocol for agenda - see 9/25/2020</b>
<b>11/9/2020</b>	11/20/202	<ul style="list-style-type: none"> <li>-Utilize Zones of Regulation protocols in each classroom.</li> <li>-Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> </ul>

Chronic Absenteeism or School-Selected Goal

		<ul style="list-style-type: none"> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>-The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
<b>11/23/2020</b>	12/11/2020	<b>** District protocol for agenda - see 9/25/2020</b>
<b>12/14/2020</b>	1/8/2020	<ul style="list-style-type: none"> <li>-Utilize Zones of Regulation protocols in each classroom.</li> <li>-Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>-The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>

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>	<b>All students</b>	30.6%	25%

Planning for January to June

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

Start	End	Action
1/11/2021	1/22/2021	- The attendance committee will meet to discuss the following:

Chronic Absenteeism or School-Selected Goal

		<p>1) Analyze the impact of schoolwide attendance strategies thus far and identify if other strategies should be considered</p> <p>2) Determine if additional items should be considered for future attendance team meeting</p>
01/25/21	02/05/21	<ul style="list-style-type: none"> <li>- Utilize Zones of Regulation protocols in each classroom.</li> <li>- Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>- The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
02/08/21	02/26/21	<ul style="list-style-type: none"> <li>- Utilize Zones of Regulation protocols in each classroom.</li> <li>- Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>- The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
03/01/21	03/12/21	<p><b>attendance team ** District protocol for agenda - see 9/25/2020</b></p> <ul style="list-style-type: none"> <li>- Office staff will generate a one page information sheet for each student that identifies in a bar graph:             <ol style="list-style-type: none"> <li>1) the number of days the child has been absent</li> <li>2) the average number of days children at the school have been absent</li> </ol> </li> <li>- This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.</li> </ul>
03/15/21	03/26/21	<ul style="list-style-type: none"> <li>- Utilize Zones of Regulation protocols in each classroom.</li> <li>- Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3</li> </ul>

Chronic Absenteeism or School-Selected Goal

		<p>support to check-in and encourage regular school attendance.</p> <ul style="list-style-type: none"> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>-The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
04/05/21	05/16/21	<p><b>attendance team ** District protocol for agenda - see 9/25/2020</b></p> <ul style="list-style-type: none"> <li>-The attendance committee will work with staff to identify a series of strategies to encourage and promote attendance in June.</li> </ul>
05/19/21	05/30/21	<ul style="list-style-type: none"> <li>-Utilize Zones of Regulation protocols in each classroom.</li> <li>-Utilize Restorative Practices daily in each and every classroom.</li> <li>- Recognize students who have perfect attendance for the first quarter</li> <li>- Staff will call the home of each student who is not in attendance daily..</li> <li>- Staff mentors will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance.</li> <li>- Mentors will share any information about barriers to school attendance with the attendance committee.</li> <li>- School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.</li> <li>-The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</li> </ul>
06/03/21	06/21/21	<p><b>attendance team ** District protocol for agenda - see 9/25/2020</b></p> <ul style="list-style-type: none"> <li>-The attendance committee will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining two weeks of school.</li> </ul>

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
Preparing parents/students for school opening in Fall 2020	<ul style="list-style-type: none"> <li>- Social media outlets announcing opening dates/information for parents/school plans for preparing for protection from COVID-19</li> </ul>	August-September 2020
Students may feel less connected to the school.	<ul style="list-style-type: none"> <li>- PBIS Team conducts an assembly in September to promote school spirit.</li> </ul>	September

Chronic Absenteeism or School-Selected Goal

Some students may feel anxious about returning to school	- Parent liaison will spearhead contacting 2019/2020 Tier 3 students by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social worker will work with the family to develop an individualized support plan for that student	August

## 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 at this school stop and think before doing anything when they get angry.	Strongly Agree 40% ; Agree 50% ; Disagree 10% ; Strongly Disagree 0%	Strongly Agree: 10%; Agree 18%; Disagree 39%; Strongly Disagree 31% ** 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?
The school does not have a comprehensive social-emotional curriculum that is implemented across grade levels and staff members.
The school has not clearly communicated a comprehensive social-emotional curriculum to parents/guardians that is implemented across grade levels and staff members.

### 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
09/5/20	06/25/21	Monthly Professional Development offered to all staff outside of school times to learn the Zones of Regulation curriculum
09/5/20	09/25/20	<ul style="list-style-type: none"> <li>- Use Classroom Dojo for a notice of explanation of the Zones of Regulation curriculum to communicate with parents. Also, send home a paper copy with students.</li> <li>- Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>- Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>- Opening staff meeting will use Restorative Circles model</li> <li>- Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Students will introduce Zones of Regulation on morning announcements for peers</li> </ul>
09/25/20	10/09/20	<ul style="list-style-type: none"> <li>- Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> </ul>



## Survey Goal

		<ul style="list-style-type: none"> <li>- Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>- Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Student survey will be administered K-6</li> <li>- Building level Social-Emotional team will meet with administration to identify areas of need/focus for the staff/students/guardians/parents and to review data from 2019-20 school year</li> <li>- Staff will review specific assigned topics regarding Zones of Regulation and/or Restorative Practices in a Restorative Circle format during meetings held on Superintendent's Conference Day</li> </ul>
10/12/20	10/23/20	<ul style="list-style-type: none"> <li>- Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>- Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>- Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> </ul>
10/26/20	11/6/20	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review communication with parents/guardians regarding social-emotional learning</li> <li>-Staff will review specific assigned topics regarding Zones of Regulation and/or Restorative Practices in a Restorative Circle format during meetings held on Superintendent's Conference Day</li> </ul>
11/09/20	11/20/20	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> </ul>

Survey Goal

11/23/20	12/11/20	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review communication with parents/guardians regarding social-emotional learning</li> <li>-Staff will review specific assigned topics regarding Zones of Regulation and/or Restorative Practices in a Restorative Circle format during meetings held on the half day assigned for students</li> </ul>
12/14/20	01/08/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> </ul>

## 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.	
<b>Data Source</b>	<b>January 2021 Target</b>
School Based Student Survey	Strongly Agree 40% ; Agree 50% ; Disagree 10% ; Strongly Disagree 0%

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
01/1/21	01/11/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review communication with parents/guardians regarding social-emotional learning</li> </ul>
1/25/21	02/05/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Administer mid-year benchmark school-based student survey</li> </ul>
02/08/21	02/26/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review</li> </ul>

Survey Goal

		communication with parents/guardians regarding social-emotional learning
03/01/21	03/26/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>-Staff will review specific assigned topics regarding Zones of Regulation and/or Restorative Practices in a Restorative Circle format during meetings held on the half day assigned for students</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review communication with parents/guardians regarding social-emotional learning</li> </ul>
04/05/21	05/16/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>-Staff will review specific assigned topics regarding Zones of Regulation and/or Restorative Practices in a Restorative Circle format during meetings held on the half day assigned for students</li> </ul>
05/19/21	05/30/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to continue to monitor usage of Zones of Regulation across the school, identify areas of concern/need and review communication with parents/guardians regarding social-emotional learning</li> </ul>
06/03/21	06/21/21	<ul style="list-style-type: none"> <li>-Weekly topics that are covered will be sent home with student and posted on classroom Class Dojo pages for families to follow-up with students at home</li> </ul>

## Survey Goal

		<ul style="list-style-type: none"> <li>-Zones of Regulation will be implemented in each classroom; Zones of Regulation language/terminology will be utilized by all staff members</li> <li>-Restorative Walks will be utilized by administrators and support staff to assist students in crisis</li> <li>- Administer end of year benchmark survey</li> <li>- Building level Social-Emotional Team will meet with administration for monthly meeting to review survey data and plan for 2021-22 school year</li> </ul>

### 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
Preparing parents/students for school opening in Fall 2020	Social media outlets announcing opening dates/information for parents/school plans for preparing for protection from COVID-19	August-September 2020
Students may feel less connected to the school.	PBIS Team conducts an assembly in September to promote school spirit & includes principles/language of Zones of Regulation and Restorative Practices.	September 2020
Some students may feel anxious about returning to school	Parent liaison will spearhead contacting 2019/2020 Tier 3 students by phone to discuss their child's readiness to return to school. For students who may be anxious about returning, the social worker will work with the family to develop an individualized support plan for that student	September- November 2020

## Submission Assurances

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

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

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](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).