



# 2020-21 High School School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Rochester Early College International High School	Uma Mehta	9-12

## Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

## 2018-19 Accountability Data

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students	1	3	3	3	1	1	3

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
Black	1	3	2		1	1	3
White (PTSI)	1		1			1	

## Stakeholder Participation

### Background

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

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

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	<i>x</i>	<i>x</i>			
3/11/20 w-Hurley	X				
3/17/20 (CCCR Indicator)	X				
3/31/20 (SBPT)	X				
4/1/20 (Departments)	X				
4/16/20 (Survey Development)	X				
4/21/20 (PD)	X				
4/20/20 (ILT)	X				
4/23/20 (SBPT)	X				
4/27/20 (Survey Deployment)	X				

Stakeholder Participation

5/5/20 (ILT)	X				
5/6/20 (Surveys Analysis)	X				
5/12/20 (SBPT)		X			
5/13/20 (ILT)		X	X		
5/28/20 (PD)					
6/2/20 (SBPT)			X		
6/8/20 (Review)				X	
6/9/20 (Review)				X	
6/9/20 (SBPT)				X	X
6/12/20 (Parent Group)				X	
6/15/20 (Student Group)				X	
6/16/20 (SBPT)				X	X
6/17/20 (Parent Group)				X	X

TSI School Stakeholder Involvement

**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	
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)											
			1/14	2/25	3/18	4/28	5/12	5/18	6/16	7/7	7/28		
Uma Mehta	Principal	All	x	x	x	x	x	x	x	x	x	x	
Richard Holland	Instructional Coach/SBPT	All	x	x	x	x	x	x	x	x	x	x	
Lisa Englert	Science Teacher/SBPT	All: SBPT	x	x	x	x	x	x	x	x	x	x	
John Geglia	Social Studies Teacher/SBPT	All: SBPT	x	x	x	x	x	x	x	x	x	x	
Jason Toates	Math Teacher/SBPT	All: SBPT	x	x	x	x	x	x	x	x	x	x	
Duane Hanselman	Science Teacher/SBPT	All: SBPT	x	x	x	x	x	x	x	x	x	x	
Jenifer Edwards	TOA/ILT	ALL: ILT		x					x	x			
Deanne Finewood	RTI/ILT	ALL: ILT		x					x	x			
Steven Simmons	Student/SBPT			x						x			
Wendy Washington	Parent									x			
Chantal Olison	Parent									x			
Achia Pressley	Parent									x			
LaSonia Simmons	Parent									x			
Wendy Washington	Parent									x			

## Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

### State-Supported Evidence Based Strategy

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

<b>Strategy Identified</b>	<b>Align High School and College Courses to Increase Postsecondary Transition Outcomes</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA

### Clearinghouse-Identified

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

<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

## Evidence-based Intervention

	<input type="checkbox"/>	Rating: Promising
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**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>	



## Graduation Rate Goal

### Graduation Rate Goal

#### Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	<b>4-year</b>	89.7 *NYS Exceed Long Term Goal	<b>4-year</b>	86.8
	<b>5-year</b>	91.2*NYS Exceed Long Term Goal	<b>5-year</b>	88.8
	<b>6-year</b>	82.3	<b>6-year</b>	77.3

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Graduation Rate?
There is a need for a more cohesive system to consolidate information on cohort tracking from different meetings.
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.

#### 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
9/20	1/21	A cohort tracking team will be established that will meet weekly. The team will have School Counselors, School Social worker, School Psychologist, Home School Assistant, Intervention Specialists, Mentor/teacher and School Administrator. The mission of this team will be to track student progress by each cohort. Different types of data will be triangulated to identify the root cause and develop individualized support plans for scholars. The team will also monitor the effectiveness of these plans and make adjustments as needed.
9/20	1/21	A school-wide approach will be established to provide mentoring for scholars taking MCC Courses. Each staff member will mentor a group of scholars. They will meet with scholars every week to review their attendance, academic progress and social-emotional well-being. School mentors will provide appropriate academic support service to those scholars as needed. School mentor will collaborate with families as needed to promote scholar success in school.

## Graduation Rate Goal

9/20	1/21	Departments will conduct ongoing meetings to use data wise protocols to monitor academic progress and achievement of goals.
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### Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year		
5-year		
6-year		

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
1/21	6/21	A cohort tracking team will be established that will meet weekly. The team will have School Counselors, School Social worker, School Psychologist, Home School Assistant, Intervention Specialists, Mentor/teacher and School Administrator. The mission of this team will be to track student progress by each cohort. Different types of data will be triangulated to identify the root cause and develop individualized support plans for scholars. The team will also monitor the effectiveness of these plans and make adjustments as needed.
1/21	6/21	A school-wide approach will be established to provide mentoring for scholars taking MCC Courses. Each staff member will mentor a group of scholars. They will meet with scholars every week to review their attendance, academic progress and social-emotional well-being. School mentors will provide appropriate academic support service to those scholars as needed. School mentor will collaborate with families as needed to promote scholar success in school.
1/21	6/21	Departments will conduct ongoing meetings to use data wise protocols to monitor academic progress and achievement of goals.

### 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
Some students that we	The school will do outreach to all students	August

Graduation Rate Goal

<p>anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.</p>	<p>that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.</p>	
<p>Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of a <i>traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.</p>	<p>The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.</p>	<p>Summer</p>
<p>Gaps between students could be amplified.</p>	<p>Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.</p>	<p>September</p>
<p>The school setting could again require the use of virtual instruction or modified procedures and organization due to Covid-19.</p>	<p>Begin converting lessons, assessments, etc. to a virtual format. Establish clear expectations of an alternative or modified school setting.</p>	<p>Summer</p>

## ELA Goal

### ELA Goal

#### Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
All	1*	20.3%	19.1%	15%
	2*	17.2%	20.6%	15%
	3	33.6%	41.9%	50%
	4	12.5%	13.2%	15%
	5	16.4%	5.2%	8%

*\*For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

#### 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?)
After completing an analysis of the January, 2020 Regents Common Core ELA exam results, it was discovered that approximately 53% of scholars struggle to successfully answer multiple choice questions on the ELA Regents that analyze the impact of an author's choice regarding how to develop and relate elements of a story or drama.	ENG I/II, and III Scholars
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.	All

#### 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? (add additional rows as needed)		
Start	End	Action
9/1	9/30	Classroom teachers will use a collaborative model and implement the instructional strategy that will support hallmark three- <b>Frequent Writing: Write to build language and knowledge.</b>  <b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b>

## ELA Goal

		Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.
10/1	10/31	<ul style="list-style-type: none"> <li>Teachers will be provided with specific professional development and support material as needed during August and October Superintendent’s Conference Day from the Content director, ILT team and IMT Department on how to design instruction in hybrid learning models/distant learning and/or hallmark 3 as needed.</li> <li>Teachers will plan to implement the identified instructional strategy in daily instruction and will differentiate between process and on-demand writing.</li> </ul>
11/1	11/30	Teachers will share best practices during November Superintendent’s Conference Day with each other and assess the impact of this instructional strategy by reviewing student work and data.
9/1	1/31	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
9/20	1/31	Leadership teams in collaboration with ILT will conduct walkthroughs and collect lesson plan exemplars to provide feedback to teachers on the use of instructional strategy.

### Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.

Assessment	January 2020 Performance	January 2021 Target
ELA Regents	48% Passed	60% Passed

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
2/1	2/28	<p>Classroom teachers will use a collaborative model and implement the instructional strategy in their second semester classes that will support hallmark three-</p> <p><b>Frequent Writing: Write to build language and knowledge.</b></p> <p><b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b></p>

ELA Goal

		Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.
3/1	3/31	Teachers will continue to plan to implement the identified instructional strategy in daily instruction and will differentiate between process and on-demand writing.
4/1	4/30	Teachers will continue to share best practices during Superintendent’s Conference Days/Early Dismissal Days with each other and assess the impact of this instructional strategy by reviewing student work and data.
5/1	5/30	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
3/1	6/25	Leadership teams in collaboration with ILT will conduct walkthroughs and collect lesson plan exemplars to provide feedback to teachers on the use of instructional strategy.

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
Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.	The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.	August
Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of a <i>traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.	The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.	Summer
Gaps between students could be amplified.	Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.	September

## Math Goal

### Math Goal

#### Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

#### Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
	1*	41%	30.5%	27%
	2*	30.8%	30.5%	27%
	3	26.5%	35.9%	40%
	4	.9%	3.1%	6%
	5	.9%	%	%

#### Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

*\*For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Algebra ( <i>and Geometry, if applicable</i> )?	Is this specific to certain sections of the school (grade/content area?)
After completing an analysis of the January, 2020 Regents Common Core Algebra I exam results, it was discovered that at least 75% of scholars	Algebra Scholars

## Math Goal

struggle to construct, compare, and interpret linear and exponential models in the context of a given problem.	
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.	All

### 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
9/1	9/30	<p>Classroom teachers will use a collaborative model and implement the instructional strategy that will support hallmark three- <b>Frequent Writing: Write to build language and knowledge.</b></p> <p><b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b></p> <p>Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.</p>
10/1	10/31	<ul style="list-style-type: none"> <li>● Teachers will be provided with specific professional development and support material as needed during August and October Superintendent’s Conference Day from the Content director, ILT team and IMT Department on how to design instruction in hybrid learning models/distant learning and/or hallmark 3 as needed.</li> <li>● Teachers will plan to implement the identified instructional strategy in daily instruction and will differentiate between process and on-demand writing.</li> </ul>
11/1	11/30	Teachers will share best practices during November Superintendent’s Conference Day with each other and assess the impact of this instructional strategy by reviewing student work and data.
12/1	1/31	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
9/20	1/31	Leadership teams in collaboration with ILT will conduct walkthroughs and collect lesson plan exemplars to provide feedback to teachers on the use of instructional strategy.

### Mid-Year Benchmark

Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.
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## Math Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.		
<b>Assessment</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
Algebra Regents	22% Passed	34%

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
2/1	2/28	Classroom teachers will use a collaborative model and implement the instructional strategy in their second semester classes that will support hallmark three- <b>Frequent Writing: Write to build language and knowledge.</b>  <b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b>  Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.
3/1	3/31	<ul style="list-style-type: none"> <li>Teachers will continue to plan to implement the identified instructional strategy in daily instruction and will differentiate between process and on-demand writing.</li> </ul>
4/1	4/30	Teachers will continue to share best practices during Superintendent's Conference Days/Early Dismissal Days with each other and assess the impact of this instructional strategy by reviewing student work and data.
5/1	5/30	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
3/1	6/25	Leadership teams in collaboration with ILT will conduct walkthroughs and collect lesson plan exemplars to provide feedback to teachers on the use of instructional strategy.

### 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
Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have	The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that	August

Math Goal

found part-time work.	have found work the opportunity to continue with their education.	
Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of <i>a traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.	The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.	Summer
Gaps between students could be amplified.	Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.	September

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Scholars	Do teachers praise you for your hard work?		SA: 21%, A: 54%, <b>D: 21%</b> , <b>SD: 4% (D/SD decreased by 5% from 2019)</b>

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Based on staff, parent, and scholar feedback, there is a need to praise scholar engagement and contributions in the classroom settings at a higher frequency.

### 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
9/20	1/21	Staff will utilize opportunities to provide individualized praise to students.
9/20	1/21	Staff will conduct student interest and learning surveys to support student-centered lesson planning.

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Scholar Survey	S/SD: 20% (decrease another 5% from 2020)

### 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>		
S	End	Action
t		
a		
r		
t		
2	6/21	Staff will utilize opportunities to provide individualized praise to students.
/		
2		
1		

## Survey Goal

2 / 2 1	6/21	Staff will conduct student interest and learning surveys to support student-centered lesson planning.
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### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.	The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.	August
Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of a <i>traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.	The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.	Summer
Gaps between students could be amplified.	Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.	September

## ELP Goal

### ELP

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

June 2021 Goal	2018-19 ELP Success Ratio
<b>*1.2+</b>	1.1

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)
Based on school's accountability data, there is a need to continue providing individualized and targeted reading and discussion ESOL support to maintain growth and improve academic progress.	9-12/All content
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.	All

### 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
9/20	1/21	Review academic plans for all returning scholars to our ESOL program and update (ELL).
9/20	1/21	Identify any ESOL students who may need an academic plan (ELL).
9/20	1/21	Using student academic plan and report card data, create an academic plan for any ESOL student in need of academic support (ELL).
9/1		<p>ELL teachers will use a collaborative model and implement the instructional strategy in their second semester classes that will support hallmark three- <b>Frequent Writing: Write to build language and knowledge.</b></p> <p><b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b></p> <p>Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.</p>
9/1	1/21	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.

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

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
2/1	6/21	Review academic plans for all returning scholars to our ESOL program and update (ELL).
2/1	6/21	Identify any ESOL students who may need an academic plan (ELL).
2/1	6/21	Using student academic plan and report card data, create an academic plan for any ESOL student in need of academic support (ELL).
2/1	6/21	ELL teachers will use a collaborative model and implement the instructional strategy in their second semester classes that will support hallmark three- <b>Frequent Writing: Write to build language and knowledge.</b>  <b>All students write daily using academic language to express and explain their reasoning in multiple ways and across all subject areas.</b>  Instructional Strategy-Setting up routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.
2/1	6/21	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings using data wise protocols to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.

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

ELP Goal

<p>Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.</p>	<p>The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.</p>	<p>August</p>
<p>Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of a <i>traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.</p>	<p>The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.</p>	<p>Summer</p>
<p>Gaps between students could be amplified.</p>	<p>Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.</p>	<p>September</p>
<p>Online education has removed a structured daily schedule and physical teacher presence which negatively affects motivation.</p>	<p>Plan for individual conversations with each ELL scholar to investigate obstacles and plan for solutions.</p>	<p>September</p>

## Chronic Absenteeism Goal

### Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup <i>(CSI Schools use "All Students")</i>	June 2021 Goal	2018-19 Chronic Absenteeism Rate
<b>All</b>	46.5	52.8
<b>Black</b>	44.8	48.8
<b>White</b>	51.6	54.5

### 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?)
Scholars enrolled in college courses who have met high school graduation requirements do not feel the value to attend PE.	11th and 12th Grade/PE
Some scholars cannot prioritize school due to family and social/emotional needs.	All
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.	All

### 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
8/20	1/21	School will explore virtual/creative ways to meet PE requirements.
9/20	1/21	Cohort tracking team will identify scholars with attendance concerns and collaborate with families in the development of individualized support plans.
9/21	1/21	Home school Assistant will coordinate at least two home blitz to address chronic absenteeism.

### Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.
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## Chronic Absenteeism Goal

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		36%	32%

### 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
1/21	6/21	School will explore virtual/creative ways to meet PE requirements.
1/21	6/21	Cohort tracking team will identify scholars with attendance concerns and collaborate with families in the development of individualized support plans.
1/21	6/21	Home school Assistant will coordinate at least two home blitz to address chronic absenteeism.

### 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
Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.	The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.	August
Summer school had been an opportunity for students behind with credit accumulation to complete missing coursework. The lack of a <i>traditional</i> summer school means these students have missed an opportunity to get back on track to graduate.	The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.	Summer
Gaps between students could be amplified.	Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.	September

## Chronic Absenteeism Goal

## College, Career, and Civic Readiness

### Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
All	*School should set goals above 18-19 Index	108.6
Black		108.5
White		NA

### Root Causes

<p>What <b>theories or hypotheses</b> does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.</p>
Scholars are not prepared to earn 24 college credits in addition to 22 high school credits.
Based on staff, parent, and scholar feedback, there is a need to promote vocabulary acquisition that supports academic readiness in high school and college.

### Targeted Monitoring

<p>Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based on what the school sees as the likely results at the end of the 2020-21 school year.</p>	
<b>Initial Anticipated Score of 2017 cohort</b>	
<p>Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.</p>	
<p>Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.</p>	
<b>Readiness Measure to receive additional support and monitoring</b>	
<i>Ex. Score of 3 or higher on AP exam</i>	

**Action Plan: August to January**

What will the school do in the <b>first half of the year</b> to address root causes and support the readiness measures identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
9/20	1/21	Teachers of support courses will keep a log of college courses that scholars are taking. They will provide intensive, individualized, and tiered college readiness skills support scholars for those college courses as needed. They will contact the school counselors and Smart Scholars Grant Coordinator if further assistance is needed.
9/20	1/21	Counselors and College and Career Coach will monitor student progress in college courses every month. If a scholar is struggling in their college course, they will collaborate with students, families, support course teachers, and college support services to provide academic support.
9/20	1/21	College and Career Coach will establish college portfolios for every scholar to track their progress in college courses and credits.
9/20	1/21	RECIHS staff will collaborate with MCC faculty in backward designing and vertically aligning the curriculum to better prepare scholars for college.

**Mid-Year Benchmark**

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved.		
The school’s mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated		
Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-year 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 <b>second half of the year</b> to address root causes and support the readiness measures identified previously ? <i>(add additional rows as needed)</i>		
Start	End	Action
2/21	6/21	Teachers of support courses will keep a log of college courses that scholars are taking. They will provide intensive, individualized, and tiered college readiness skills support to scholars for those college courses as needed. They will contact the school counselor if further assistance is needed.
2/21	6/21	Counselors and Smart Scholars Grant Coordinator will monitor student progress in college courses every month. If a scholar is struggling in their college course, they will collaborate with students, families, support

College, Career, and Civic Readiness Goal

		course teachers, and college support services to provide academic support.
2/21	6/21	College and Career Coach will establish college portfolios for every scholar to track their progress in college courses and credits.
2/21	6/21	RECIHS staff will collaborate with MCC faculty in backward designing and vertically aligning the curriculum to better prepare scholars for college.

Addressing COVID-19 Related Challenges

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Gaps between students could be amplified.	Start baseline/common assessments earlier this year. Ensure master schedule allows for RTI support.	September

## 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 investigated areas of low performance and resource inequities to identify strategies to address resource 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).