



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Helen Barrett Montgomery	Connie M. Wehner	PreK-8

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	3	2	3	2	1

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

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

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
4/24/2020	X	X	X	X	X
5/01/2020	X	X	X	X	X
5/08/2020	X	X	X	X	X
5/15/2020	X	X	X	X	X
5/29/2020	X	X	X	X	X
6/05/2020	X	X	X	X	X
6/12/2020	X	X	X	X	X
6/19/2020	X	X	X	X	X

Stakeholder Participation

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Variety of teachers are active members of SBPT and are involved in the creation and implementation of the SCEP.
Parents with children from each identified subgroup	Our parent participation is ongoing and steady. Our Parent Liaison and ENL teacher connects with parents and seek out to be inclusive of all voices and include this information within the SCEP.
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
		4/24	5/1	5/8	5/15	5/29	6/05	6/12	6/19	
Jewell Brown	Parent Liaison	x				x	x	x	x	
Amanda Cardone	Teacher	x	x	x	x	x	x	x	x	
Tara Cole	Teacher	x	x	x	x	x	x	x	x	
Laura Cutaia	Teacher	x	x	x	x	x	x	x	x	
Stacey Dawson	Teacher	x	x	x	x	x	x	x	x	
Felecia Drysdale	Vice Principal	x	x	x	x	x	x	x	x	
Jill Harold	Secretary	x	x	x	x	x	x	x	x	
Dan Hofford	Parent Rep	x	x	x		x	x			
Cara Iacutone	Psychologist	x	x	x	x	x	x		x	
Gina Jutzin	ELL Teacher	x	x	x	x	x	x	x	x	
Meredith Meyer	Teacher	x	x	x	x	x	x		x	
Lynda Mortis	Vice Principal	x	x	x	x	x	x	x	x	
Sonia Simpson	Teacher	x	x	x	x	x	x	x	x	
Liz Turri	Teacher	x	x		x	x	x	x	x	
Connie Wehner	Principal	x	x	x	x	x	x	x	x	

* Parent participation disrupted due to Covid-19

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Restorative Practices
SCEP Goal(s) this strategy will support	Survey

Clearinghouse-Identified

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

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

Evidence-based Intervention

School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	60	59.6
Black	47	46.8
Hispanic	62	61.5
SWD	27	17.4

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Lack of vertical alignment in planning and content delivery.	K-8
Lack of instruction that builds both academic language and knowledge.	K-8
Lack of academic rigor (aligned to the standards) and data driven instruction.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	September 2020	During HBM summer learning institute staff will work in vertical teams to unpack and deconstruct the Next Gen standards inclusive of vertically aligned common content vocabulary and use of common strategies. (Hallmark 2-PLCs, Hallmark 4-PLCs)
August 2020	September 2020	SBPT will decide on a common guided reading strategy (taken from My View) and provide on-going professional development opportunities for teachers. (Hallmark 1-PLCs)
August 2020	October 2020	ILT will continue the work of the Data Wise process and the selected priority question(s).
August 2020	December 2020	Continue school wide professional development regarding Data Wise and implementation of the derived improvement strategies. (Hallmark-1, Leadership teams).
September 2020	October 2020	We will implement (with fidelity) the My View literacy program K-5 and RCSD ELA curriculum K-8. (Hallmark 1, 2, 3, 4-Instructional Coaching).
August 2020	December 2020	Teachers will continue to meet in PLC vertical teams once a month as professional development. SBPT will identify one meeting per month for vertical teams to focus on lesson planning alignment to the Next Gen learning standards including universal design for learning (UDL) and guided reading strategies.

ELA Goal

September 2020	December 2020	Teachers will continue using NWEA to assess reading and math, K-5 teachers will use a common assessment through MyView, and 6-8 teachers will use assessments provided from the district ELA curriculum.
September 2020	December 2020	The SBPT will identify the expectations across all grade levels to implement use of common academic language. (Hallmark 2-SBPT).
September 2020	December 2020	The SBPT will convey and maintain focus on expectations regarding the Fundamental 5 of good first teaching including (learning targets, higher level questioning, differentiation). (Hallmark 2-SBPT).
September 2020	December 2020	Teachers will use the workshop model across all subjects and the common strategy (RACE) across all grade levels and content areas.
September 2020	December 2020	Administration team will monitor (via walkthroughs) and provide actionable feedback on the use of the research based strategies derived from the Data Wise protocol & Fundamental 5.
September 2020	January 2021	<p>All K-8 teams will be meeting 1 time per week, for all meetings a rolling agenda and minutes will have to be posted in google docs using the school approved agenda and minutes templates. Vertical team meetings k-8 will meet once per month in the school data room to analyze school data and apply to instruction.</p> <p>This will be placed on a calendar and shared with entire staff: Grade level team meetings - specific designated weekly topics: week 1= Social/Emotional week 2= K-5 My View & ELA data week 3= Math data week 4 = AIS /LASW</p>

Mid-Year Benchmark

<p>Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	208 students were projected to score a level 2 or high on the NYS exam based on NWEA performance.	There will be a 20% increase in the number projected to score a level 2 in order to achieve our ESSA target of 249 students.
MyView (K-5) Assessments	N/A	The ILT team will determine targets once data is collected from assessments from September to November.
Grade 6-8 Common Formative Assessments	N/A	The ILT team will determine targets once data is collected from assessments from September to November.

ELA Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	Continue grade levels team meeting 1 time per week to discuss issues around student learning- collect and analyze data, try out instructional solutions, and assess the impact of these solutions.
January 2021	June 2021	Administrative team will continue to conduct “walk-throughs” to look at how the common strategy is being implemented in the classroom.
January 2021	May 2021	Grades 3-8 will monitor progress by completing a weekly 4 point response to a critical thinking question using RACE.
January 2021	June 2021	During monthly grade level meetings (week 3) teams will continue to review district-created pacing and guidance documents and discuss issues around student learning- collect and analyze data, try out instructional solutions, and assess the impact of these solutions.
January 2021	June 2021	Grades K-5 will continue using MyView and 6-8 will continue using the RCSD ELA curriculum and implementing the Workshop Model for instruction. (Instructional Goal 1)

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<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>
Missed content from Spring 2020 will need to be covered in Fall 2020.	ELA continuity of learning resources will be utilized.	August-November
Secure technology for students in grades 3-5 and student instruction for use of programs & software.	Continue to work with RCSD Tech Dept. for availability. Encourage older students to share Chromebooks with younger siblings. Teacher instruction on program use.	August-November
Teacher professional development surrounding instructional design to support and improve virtual learning	Weekly Common Planning Time (CPT) and Technology PD.	August-November

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	49.4	46.2
Black	43.2	31.3
Hispanic	51.8	46.5
SWD	29.7	9.4

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Inconsistent implementation of key components (workshop model) and embedded higher level thinking skills (rigor) in daily instruction.	K-8
Inconsistent vertical strategies for problem-solving used school wide.	k-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	September 2020	During HBM summer learning institute staff will be working in vertical teams discussing and deconstructing the Next Gen standards inclusive of vertically aligned common content vocabulary and use of strategies.
August 2020	September 2020	The SBPT will identify and maintain focus on expectations to continue the Fundamental 5 of good first teaching including (learning targets, higher level questioning, differentiation) and create a written document to be shared with staff (revise HBM Instructional Framework).
September 2020	October 2020	Grades K-8 will implement the RCSD K-8 Math curriculum using the Workshop Model for instruction. (Instructional Goal 1)
October 2020	November 2020	The Administrative team will conduct "walk-throughs" to look at the Workshop Model in classrooms and provide feedback to improve teaching and learning. (Instructional Goal 1)
October 2020	December 2020	Teachers will use the Read Draw Write (RDW) strategy across all grade levels. (Instructional Goal 1)
October 2020	October 2020	Administrative team will conduct "walk-throughs" to look at RDW strategy in the classroom and provide feedback to improve teaching and learning. (Instructional Goal 1)
September 2020	December 2020	During monthly grade level meetings (week 3) teams will review district-created pacing and guidance documents and discuss issues around student learning- collect and analyze data, try out instructional solutions, and assess the impact of these solutions.

Math Goal

Mid-Year Benchmark

<p>Identify the specific assessment of math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
NWEA	127 students were projected to score a level 2 or high on the NYS exam based on NWEA performance.	There will be a 48% increase in the number of numbers projected to score a level 2 in order to achieve our ESSA target of 188 students.

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2021	June 2021	Continue grade levels team meeting 1 time per week to discuss issues around student learning- collect and analyze data, try out instructional solutions, and assess the impact of these solutions.
January 2021	June 2021	Administrative team will continue to conduct “walk-throughs” to look at how the RDW strategy is being implemented in the classroom.
January 2021	May 2021	Grades 3-8 will monitor progress by completing a weekly 2 point problem solving question using RWD.
January 2021	June 2021	During monthly grade level meetings (week 3) teams will continue to review district-created pacing and guidance documents and discuss issues around student learning- collect and analyze data, try out instructional solutions, and assess the impact of these solutions.
January 2021	June 2021	Grades K-8 will continue using the NYS Modules using the Workshop Model for instruction. (Instructional Goal 1)
January 2020	June 2021	The Administrative team will conduct “walk-throughs” to look at the Workshop Model in classrooms and provide feedback to improve teaching and learning. (Instructional Goal 1)

Addressing COVID-19 Related Challenges – Math Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
Identify gaps of instruction based on attendance in grade level zoom meetings	Convene grade level meetings to address continuity of learning.	August, September 2020

Math Goal

End of year standards from previous year will need to be addressed	Utilize district-created pacing and guidance document	August-November 2020

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
1.02	1.02

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
limited and inconsistent collaboration between the ENL and classroom teacher .	Yes, this is specific to all ENL students
Need for the continuation of the improvement of students' performance levels in reading, writing, listening, and speaking through differentiation and common school wide strategies for ENL students	Yes, this is specific to all ENL students
immersion of ENL students with non-ENL students in blended classrooms	no

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug. 2020	Jan. 2021	Continuation of translated documents and/or interpretation of parent meetings as needed.
July 2020	August 2021	Place students appropriately in classes to ensure blended group of students
Aug. 2020	January 2021	PD's focused on strategies that support our students in sub group
Sept. 2020	Jan. 2021	Language Coaches will spend much of their day supporting upper school ENL students in the content area classes.
Oct. 2020	Nov. 2020	Annual BRIA night-meeting for ENL parents, students, and teachers, including interpreters, community agencies.
Oct. 2020	Jan. 2021	Continuation of extended day program for ENL students- contingent upon grant funding.
Aug. 2020	Sept. 2020	Create and print parent/student handbooks in our 8 highest incidence languages (Arabic, Somali, Swahili, Nepali, Karen, Spanish, French, English).
Sept. 2020	Jan. 2021	Schoolwide common strategies across grade levels to support ELL learning and cultural responsiveness. NYS Scaffolding Guides (3-8) http://www.nysed.gov/curriculum-instruction/supporting-all-students-resource-guides-scaffolding-instruction-english

ELP or School-Selected Goal

Sept. 2020	Jan. 2021	ENL teachers will meet weekly as a team, as well as attend grade level team meetings, where appropriate.
September 2020	Jan, 2021	Professional development to support the ENL students in the classroom will be facilitated monthly to staff in conjunction with RIA and RBERN.
Sept. 2020	Jan. 2021	Continuation of the use of Language Line and Talking Points app as needed-promote by hanging flyers in teacher workroom, lounge, and sending e mails.
Sept. 2020	Jan. 2021	ENL students will continue to work toward their individual progress targets on the NYSESLAT as evidenced through ENL and classroom teacher observation and their NWEA (Winter 2021) scores.
Sept. 2020	Jan. 2021	Support MyView program through ENL and classroom teacher collaboration.
Sept. 2020	Jan. 2021	A Transition team from RIA will meet with a Transition team from HBM, on a monthly basis, to support the students movement from RIA.
August 2020	September 2020	Create transition team to support the number of students moving from RIA to HBM

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Results	January 2021 Target
MyView Assessments	N/A	The ILT team will determine targets once data is collected from assessments from September to November.
6-8 ELA Assessments	N/A	The ILT team will determine targets once data is collected from assessments from September to November.

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
Jan. 2021	June 2021	Continuation of translated documents and/or interpretation of parent meetings as needed.
Jan. 2021	June 2021	Language Coaches will spend much of their day supporting upper school ENL students in the content area classes.

ELP or School-Selected Goal

Jan. 2021	June 2021	Continuation of extended day program for ENL students- contingent upon grant funding.
Jan. 2021	June 2021	Continue to support MyView program through ENL and classroom teacher collaboration.
Jan. 2021	June 2021	Schoolwide common strategies across grade levels to support ELL learning and cultural responsiveness. NYS Scaffolding Guides (3-8) http://www.nysed.gov/curriculum-instruction/supporting-all-students-resource-guides-scaffolding-instruction-english
Jan. 2021	June 2021	ENL teachers will meet weekly as a team, as well as attend grade level team meetings, where appropriate.
Jan. 2021	June 2021	Professional development to support the ENL students in the classroom will be facilitated monthly to staff in conjunction with RIA and RBERN.
Jan. 2021	June 2021	Continuation of the use of Language Line and Talking Points app as needed-promote by hanging flyers in teacher workroom and lounge.
Jan. 2021	June 2021	ENL students will continue to work toward their individual progress targets on the NYSESLAT as evidenced through ENL and classroom teacher observation and their NWEA (Winter 2021) scores.
Jan. 2021	June 2021	A team from RIA will meet with a team from HBM, on a monthly basis, to facilitate a smooth transition for our new students from RIA.

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<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>
Assess gaps in learning	pre-assess students regarding key concepts prior to teaching new content/material	Sept.-June
Review previously taught material, while moving forward with new content	continuous review of key content, circling back to foundational skills/knowledge, as needed, while moving forward with new material	Sept.-June
Ensure online resources are created	-HBM Distance Learning website to be updated for summer '20 and then fall '20 -PD for those teachers who need support with technology and supporting distance learning	July.- Sept.
Social/Emotional support	daily circles in classrooms to foster community and feelings of safety, access to school social workers, as needed	Sept.-June

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	24.5	35.4
Black	26.4	35.8
Hispanic	32.4	42.9
SWD	34.8	44.4

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Long standing trauma of parents, impacting responsibilities of parenting and getting child to school without undue stress.	k-8
ACEs- Adverse Childhood Experiences	k-8
Transient -busing takes 5-7 days when address changes, parents unable to drive student to school while waiting for bus run to start	k-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Sept 2020	January 2021	7 & 8 period 1 teachers and k-6 homeroom teachers are responsible for communications to parents about student absence. Must be placed in powerschool attendance action. HBM staff handbook addresses attendance expectations by teachers.
August 2020	Sept 2020	<p>Attendance Team(A-Team)</p> <ul style="list-style-type: none"> -develop a protocol for ENL students who are returning to "homeland"- ie. copy of plane ticket with students name, forwarding address -review CA families and place calls prior to school to support families - Meets 1 time per week, Social Workers, School Counselor, Parent Liaison and Adm sit on team. Team is to keep in depth google docs, running agenda - robo call to all families to assure transportation information has been received. If not school can support getting transportation within district - guidelines maintains Attendance heroes bulletin board - highlighting students attendance, grade level attendance -weekly meeting agenda to include: Attendance in Action Updates: <ol style="list-style-type: none"> 1- Kudos for improved attendance 2-Concerns and what has been done to connect with student and guardian

Chronic Absenteeism or School-Selected Goal

		-Members are assigned specific grade levels to support attendance concern,home visits, connecting with students' teacher(s) etc. Will be responsible to report out at A-Team weekly meetings -
September 2020	January 2021	Attendance letters - bi monthly attendance letter for over 20 day including # of tardies, # of absences, attendance rate, home visits completed
August 2020	January 2021	When parent calls to inform school did not receive transportation information- school will: email info, snail mail, text information to parent
September 2020	January 2021	Daily AM announcements- reminders and update as to top 4 classes with highest attendance- daily kudos
September 2020	January 2021	Student Centered circles to identify chronically absent students and related school processes to document and prevent. Community building circles to address the importance of attending school done in class. A- team will create a google folder with resources for circles. Shared with staff.
September 2020	January 2021	Include in monthly parent newsletter information regarding need to attend school and attendance, include tips for parents and community build circles at home
September 2020	January 2021	HBM Parent Education Center open to parents from 7:00 am - 3:30 p.m. and hard copies of materials available to parents in multiple languages.
August 2020	August 2020	Parent Liaison to call every kindergarten and new families to discuss the start time of our school and discuss transportation information.
August 2020	January 2021	Supporting parents in whatever way possible to make connections with community supports/resources for family and/or individuals needs. Community supports/resources such as Health homes, CASE/CARE management, domestic violence support, homelessness and rent support.

Mid-Year Benchmark

<p>Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.</p>			
Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
SPA	All	28.9%	15%

Chronic Absenteeism 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
February 2021	June 2021	7 & 8 HR and period 1 teachers are responsible for communications to parents about student absence. Must be placed in powerschool attendance action.
February 2021	June 2021	k-6 are responsible for communications to parents about student absence. Must be placed in powerschool attendance action.
February 2021	June 2021	A- Team- meets 1 time per week, Social Workers, School Counselor, Parent Liaison and Adm sit on team. Team is to keep in depth google docs, running agenda
February 2021	June 2021	Attendance letters - bi monthly attendance letter for over 20 day including # of tardies, # of absences, attendance rate, home visits completed
February 2021	June 2021	A-Team maintains Attendance heroes bulletin board - highlighting students attendance, grade level attendance
February 2021	June 2021	Daily AM announcements- reminders and update as to top 4 classes with highest attendance- daily kudos
February 2021	June 2021	HBM Parent Education Center open to parents from 7:00 am - 3:30 p.m. and hard copies of materials available to parents in multiple languages.
February 2021	June 2021	Supporting parents in whatever way possible to make connections with community supports/resources for family and/or individuals needs. Community supports/resources such as Health homes, CASE/CARE management, domestic violence support, homelessness and rent support.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)		
Need	Strategy to Address	When
Communicate with all families need translators to ensure all families are getting messages in home language.	Attendance Team calls every family to confirm transportation and time of pick up. Sends documents by mail, email, verbally. Use district language coaches to support the variety of languages in our school.	August 2020
Depending on how students will be attending school starting in September 2020- communicating with parents about students daily educational schedule and how to “fit” it into daily life if they are at work	Create daily ritual and routine schedules to give parents/guardians models for supporting children in alternative educational settings, i.e. virtually. These models will be placed in HBM distance learning site. Will put out on Twitter, facebook, dojo, robo calls. Link in school website.	August 2020

Chronic Absenteeism or School-Selected Goal

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	Adults working at this school treat all students respectfully.	School will use Restorative Practices to improve teacher-student relationships to improve students feeling respected with subsequent results of 80% on future student survey.	results from 2019

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Inconsistencies: Community Build circles ,Staff are not using resource material- Circle Forward book or materials, Truly listening to students and supporting them where they are and Some adult staff still believe punishment should be first form for addressing student behavior versus restorative approach
Biases of staff

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
July 2020	July 2020	HBM Summer Learning: Continued Professional Learning focused on facilitating circles and what is an active learner with restorative practices.
September 2020	January 2021	All conference days - variety of circles are modeled and staff participate in
September 2020	January 2021	Guardians of Equity Team continues to facilitate learning opportunities to address biases and white privilege. Follow up on ACES/trauma informed
September 2020	January 2021	Classroom circle schedule created and implemented by all staff. September- circle everyday, Oct- Jan- 2/3 per week
September 2021	January 2021	HBM Student Council - actively supporting the needs/concerns of the student body.

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.
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Survey Goal

Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Student Survey	80% survey with agrees or strongly agrees

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
February 2021	June 2021	All conference days - variety of circles are modeled and staff participate in
February 2021	June 2021	Guardians of Equity Team continues to facilitate learning opportunities to address biases and white privilege. Follow up on ACES/trauma informed
February 2021	June 2021	Classroom circle schedule created and implemented by all staff. February - June
February 2021	June 2021	HBM Student Council - actively supporting the needs/concerns of the student body.
March 2021	June 2021	District will provide survey to staff, students and parents

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
how to hold a virtual community build/social emotional circle with a class of students	Create a protocol for virtual circles, and model and practice with staff	July- September 2020
Guardians of Equity team providing learning opportunities to staff, if we are still in distance learning	Incorporate learning opportunities into virtual weekly HBM Team meetings.	September 2020...

Submission Assurances

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

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

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

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

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

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