



2020-2021 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Monroe-Lower	Wakili Moore	7&8

Accountability Data

2018-2019 Accountability Data

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						

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

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

Stakeholder Participation Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

ider 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
07/22/2020	X	X			
07/28/2020	X	X	X		
07/29/2020	X	X	X		
07/30/2020		X	X		
08/03/2020			X	X	X
08/05/2020			X	X	X
08/10/2020		X		X	X
08/12/2020	X			X	X
08/13/2020	X	X		X	X
08/14/2020				X	X

Stakeholder Participation

TSI Schools Only

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

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

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		7/22	7/28	7/29	7/30	8/03	8/05	8/10	8/12	8/13	8/14	
Chris Galvano	ELA teacher	x			x							
Angela Wedgwood	Math teacher	x			x	x	x					
Wakili Moore	Principal	x			x			x		x		
Dan Hurley	Office of Innovation	x			x			x				
Meybhol Sapienza	Assistant Principal	x	x	x	x			x	x	x	x	
Sean VanHatten	Int/Prev TOA		x	x	x	x	x	x	x	x	x	
Ashley Justice	Parent				x							
Matthew McCormick	Community School Coordinator									x	x	

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Literacy across the content areas and building foundation skills
SCEP Goal(s) this strategy will support	ELA, Math, ELP, and Chronic Absenteeism

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

Evidence-Based Intervention

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

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 (<i>CSI schools use "All Students"</i>)	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	By June 2021, the school's ELA Weighted Academic Achievement Index will be at least 46.1 demonstrating a 5 point increase.	41.1

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?)
Due to lack of professional development and guidance, teachers lacked the ability to successfully implement common literacy strategies in core ELA classes and supporting ELA classes (AIS).	Specific to all students
Data from Northwest Educational Association (NWEA) and NYS Grades 7 & 8 State Assessments show a majority of students are performing at level 1 or level 2, indicating a lack of foundational ELA skills in reading, writing, and comprehension.	Specific to all students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (<i>add additional rows as needed</i>)		
Start	End	Action
August 2020	August 2020	Inform core ELA teachers and support ELA teachers (AIS) of the new vision for ELA/AIS instruction. Vision: <i>Literacy strategies & foundational skills.</i>
September 2020	September 2020	With the support of the TOA, meet as a department via Zoom or in-person, to identify literacy strategies to support reading, writing, listening, and comprehension.
September 2020	October 2020	Teachers meet bi-weekly during Common Planning Time, via Zoom or in-person, to identify targeted content vocabulary utilizing the 2020 Next Generation Rochester Curriculum. Over the course of a 5-day cycle (2 weeks) teachers will provide direct instruction and strategies, via Zoom or in-person, of the vocabulary identified during AIS instructional time. An emphasis will be placed on the workshop model, utilizing engaging activities. On the 5 th day of the cycle, teachers will assess and collect data.

ELA Goal

October 2020	January 2021	Content vocabulary will continue to be built upon by implementing these strategies into core instruction after direct instruction and practice in AIS.
November 2020	January 2021	Literacy cycle will repeat following the foundational skills/concept cycle and Common Assessment with new vocabulary, literacy strategy, and cyclical review.
September 2020	September 2020	With the support of the TOA, meet as a department via Zoom or in-person, to identify foundational fluencies/concepts utilizing the 2020 Next Generation Rochester Curriculum to ensure consistency within the monolingual and bilingual ELA/ENL/AIS curriculums to support grade-level reading, writing, listening, and comprehension.
September 2020	October 2020	Teachers meet bi-weekly during Common Planning Time, via Zoom or in-person, to identify a foundational skill(s)/concepts necessary and research-based strategies to support grade-level instruction . Over the course of a 5-day cycle (2 weeks) teachers will provide direct instruction, via Zoom or in-person, during AIS instructional time. An emphasis will be placed on the workshop model utilizing engaging activities. On the 5 th day of the cycle, teachers will assess foundational skill and collect data.
November 2020	January 2021	Foundational skills/concepts cycle will repeat following the Common Assessment, and another vocabulary cycle with new skills and cyclical review.
October 2020	October 2020	Common Assessment administered during core instructional time. During Common Planning Time, multiple data points will be utilized to draw conclusions, make adjustments, and begin to track student growth/achievement using the Data Wise Process.
October 2020	January 2021	Instructional Team and TOA conducts <i>Student Accountability Data Meetings</i> with individual students and parents/guardians. Informal walkthroughs by administrators and classroom visits and support from TOA. Administration attends Common Planning Time Data Meetings.

Mid-Year Benchmark

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

ELA Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.		
Assessment	January 2020 Performance	January 2021 Target
NWEA	37% of students met their growth target for the Fall to Winter NWEA Assessment in January 2020.	42% of students will meet their growth target for the Fall to Winter NWEA Assessment in January 2021.
AIS Literacy Assessments	Not Applicable – New Practice for 2020-2021 School Year	45% of students will regularly pass teacher-created monthly assessments.
AIS Foundational Skills Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of students will regularly pass teacher-created monthly assessments.
Common Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of students will regularly pass teacher-created monthly assessments.

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	January 2021	The Instructional Team and TOA conducts a mid-year assessment of data trends to determine any necessary adjustments to meet student instructional needs and/or secure additional supports and resources.
January 2021	June 2021	Continuation of literacy and foundational skills cycles with increased differentiation. This includes more enrichment opportunities for all students as well as more targeted Tier 2 and Tier 3 interventions for students whose data demonstrates continual performance below grade level across all assessments.
June 2021	June 2021	Instructional Team, TOA, and classroom teachers assess the effectiveness of the program by looking at the data to determine necessary resources and next steps for the 2021-2022 School Year.

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>

ELA Goal

Need	Strategy to Address	When
Knowledge & Skill Gaps	Teachers will readjust pacing for the current school year to include post-COVID content (major learning) from the previous school year.	September 2020
Access to Instruction	Teachers will ensure all students have full access to teacher lead instruction, practice, and assessment via Google Classroom for organization and Zoom for direct instruction. Other electronic platforms could be used in place of Google Classroom and Zoom.	September 2020 – November 2020 (Tentatively)
Student Accountability	Administration conveys the message the expectation that while the building is closed, learning continues. Students must follow their assigned schedules via Zoom instead of in-person. Detailed “How To ...” instruction will be provided.	September 2020 – November 2020 (Tentatively)
Continuity of Instructional Expectations for Teachers	Despite remote learning, building initiatives, systems, expectations, and contracts will be monitored.	September 2020 – November 2020 (Tentatively)

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	By June 2021, the school's Math Weighted Academic Achievement Index will be at least 24.4 demonstrating a 5 point increase in the Math Academic Achievement Index.	19.4

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?)
Due to lack of professional development and guidance, teachers lacked the ability to successfully implement common literacy strategies in core math classes and supporting math classes (AIS).	Specific to all students
Data from Northwest Educational Association (NWEA) and NYS Grades 7 & 8 State Assessments show a majority of students are performing at level 1 or level 2, indicating a lack of foundational math skills, number sense, and mathematical reasoning.	Specific to all students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	August 2020	Inform core math teachers and support math teachers (AIS) of the new vision for Math AIS instruction. <i>Vision: Literacy in the content area & a focus on foundational math skills.</i>
September 2020	September 2020	With the support of the TOA, meet as a department via Zoom or in-person, to identify literacy strategies to support the reading, decoding, and understanding of content text.
September 2020	October 2020	Teachers meet bi-weekly during Common Planning Time, via Zoom or in-person, to identify targeted content vocabulary and text using the 2020 Next Generation Rochester Curriculum. Over the course of a 5-day cycle (2 weeks) teachers will provide direct instruction, via Zoom or in-person, of the vocabulary and the agreed upon literacy strategy during AIS instructional time. An emphasis will be placed on the workshop model,

Math Goal

		utilizing engaging activities. On the 5 th day of the cycle, teachers will assess and collect data.
October 2020	November 2021	Literacy strategies and fluency with content vocabulary will continue to be built upon by implementing these strategies into core instruction after direct instruction and practice in AIS.
November 2020	January 2021	Literacy cycle will repeat following the foundational skills cycle and Common Assessment with new vocabulary, literacy strategy, and cyclical review.
September 2020	September 2020	With the support of the TOA, meet as a department via Zoom or in-person, to identify foundational fluencies necessary to support grade-level mathematics.
September 2020	October 2020	Teachers meet bi-weekly during Common Planning Time, via Zoom or in-person, to identify a foundational skill(s) necessary for grade-level mathematics using the 2020 Next Generation Rochester Curriculum. Over the course of a 5-day cycle (2 weeks) teachers will provide direct instruction, via Zoom or in-person, during AIS instructional time. An emphasis will be placed on the workshop model utilizing engaging activities. On the 5 th day of the cycle, teachers will assess foundational skill and collect data.
November 2020	January 2021	Foundational skills cycle will repeat following the Common Assessment, and another literacy cycle with new skills and cyclical review.
October 2020	October 2020	Common Assessment administered during core instructional time. During Common Planning Time, multiple data points will be utilized to draw conclusions, make adjustments, and begin to track student growth/achievement using the Data Wise Process.
October 2020	January 2021	Instructional Team and TOA conducts <i>Student Accountability Data Meetings</i> with individual students and parents/guardians. Informal walkthroughs by administrators and classroom visits and support from TOA. Administration attends Common Planning Time Data Meetings.

Math Goal

Mid-Year Benchmark

Identify the specific assessment of math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance. Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.		
Assessment	January 2020 Performance	January 2021 Target
NWEA	44% of students met their growth target for the Fall to Winter NWEA Assessment in January 2020.	49% of students will meet their growth target for the Fall to Winter NWEA Assessment in January 2021.
AIS Literacy Assessments	Not Applicable – New Practice for 2020-2021 School Year	45% of students will regularly pass teacher-created monthly assessments.
AIS Foundational Skills Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of students will regularly pass teacher-created monthly assessments.
Common Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of students will regularly pass teacher-created monthly assessments.

Math 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	January 2021	The Instructional Team and TOA conducts a mid-year assessment of data trends to determine any necessary adjustments to meet student instructional needs and/or secure additional supports and resources.
January 2021	June 2021	Continuation of literacy and foundational skills cycles with increased differentiation. This includes more enrichment opportunities for all students as well as more targeted Tier 2 and Tier 3 interventions for students whose data demonstrates continual performance below grade level across all assessments.
June 2021	June 2021	Instructional Team, TOA, and classroom teachers assess the effectiveness of the program by looking at the data to determine necessary resources and next steps for the 2021-2022 School Year.

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Knowledge & Skill Gaps	Teachers will readjust pacing for the current school year to include post-COVID content (major learning) from the previous school year.	September 2020
Access to Instruction	Teachers will ensure all students have full access to teacher lead instruction, practice, and assessment via Google Classroom for organization and Zoom for direct instruction. Other electronic platforms could be used in place of Google Classroom and Zoom.	September 2020 – November 2020 (Tentatively)
Student Accountability	Administration conveys the message the expectation that while the building is closed, learning continues. Students must follow their assigned schedules via Zoom instead of in-person. Detailed “How To ...” instruction will be provided.	September 2020 – November 2020 (Tentatively)

Math Goal

Continuity of Instructional Expectations for Teachers	Despite remote learning, building initiatives, systems, expectations, and contracts will be monitored.	September 2020 – November 2020 (Tentatively)
---	--	--

ELP or School-Selected Goal

ELP or School-Related 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)
By June 2021, the school's ELP Success Ratio will be .70, demonstrating a .09 increase.	.61

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?)
Based on administrative observations, there exists missed opportunities to effectively co-plan, co-teach, and collaborate (monolingual & bilingual)	Specific to all ELL students and the English content area

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	August 2020	Inform core ELA teachers, co-teachers, and ELL teachers of the new collaborative vision for ELL instruction. <i>Vision: Use of common professional time to ensure similar pacing and rigor for monolingual and bilingual ELLs and SELs.</i> All co-teachers within a classroom will support instruction utilizing appropriate co-teaching models and scaffolds, data collection and analysis, and collaborative practices.
September 2020	January 2021	Commanding ELL students will be scheduled for an ELA AIS class, with a focus on increasing vocabulary, and reading and writing skills across the content areas.
September 2020	January 2021	With the support of the TOA, teachers will meet bi-weekly to discuss pacing, instructional strategies, and student progress.
October 2020	January 2021	NYSESLAT data analysis in department meetings with a concentrated focus on long term ELLs. ELA and ENL (Standalone) Common Assessment data analysis to draw conclusions, monitor student progress, and drive remedial instruction.

ELP or School-Selected Goal

September 2020	January 2021	Instructional Leadership Team assists teachers with the implementation of research-based practices to align with standard-based grading and the workshop model.
----------------	--------------	---

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance. Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
NWEA	44% of students met their growth target for the Fall to Winter NWEA Assessment in January 2020.	49% of students will meet their growth target for the Fall to Winter NWEA Assessment in January 2021.
AIS Literacy Assessments	Not Applicable – New Practice for 2020-2021 School Year	45% of ELL students will regularly pass teacher-created monthly assessments.
AIS Foundational Skills Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of ELL students will regularly pass teacher-created monthly assessments.
Common Assessments	Not Applicable – New Practice for 2020-2021 School Year	40% of ELL students will regularly pass teacher-created monthly assessments.

Planning for January to June

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

Start	End	Action
January 2021	January 2021	The Instructional Team and TOA conducts a mid-year assessment of data trends to determine any necessary adjustments to meet student instructional needs and/or secure additional supports and resources.
January 2021	June 2021	Continuation of the use of common planning time for teachers to meet bi-weekly to discuss pacing, instructional strategies, and student progress.
June 2021	June 2021	Instructional Team, TOA, and classroom teachers assess the effectiveness of the program by looking at the data to determine necessary resources and next steps for the 2021-2022 School Year.

ELP or School-Selected Goal

Addressing COVID-19 Related Challenges – ELP 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
Knowledge & Skill Gaps	ELL teachers will readjust pacing for the current school year to include post-COVID content (major learning) from the previous school year.	September 2020
Access to Instruction	ELL teachers will ensure all students have full access to teacher lead instruction, practice, and assessment via Google Classroom for organization and Zoom for direct instruction for both core and support classes. Other electronic platforms could be used in place of Google Classroom and Zoom.	September 2020 – November 2020 (Tentatively)
Student Accountability	Administration conveys the message the expectation that while the building is closed, learning continues. Students must follow their assigned schedules via Zoom instead of in-person. Detailed “How To ...” instruction will be provided.	September 2020 – November 2020 (Tentatively)
Continuity of Instructional Expectations for Teachers	Despite remote learning, building initiatives, systems, expectations, and contracts will be monitored.	September 2020 – November 2020 (Tentatively)

Chronic Absenteeism

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	By June 2021, the school's Chronic Absenteeism Rate will decrease to at least 49% to meet the NYSED MIP.	56.0

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?)
Inconsistent systems and staff support with addressing chronic daily attendance concerns has left the implementation of interventions to a small handful of individuals within the building.	All Sections

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	Establish a Middle School Attendance Team that mirrors that of the high school. -- Community School Site Coordinator, Home School Assistant, District Level Administration, Monroe County Department of Human Services, School Counselors, and Monroe Administration
September 2020	October 2020	Enhancement of "Count Me In" attendance initiative in conjunction with Monroe High School to support distance learning.
September 2020	September 2020	Community School Site Coordinator enhances the "Monroe Needs" electronic form to better align student and family needs.
September 2020	January 2021	Weekly review of attendance by period and chronically absent students among administrators and all support staff to guide attendance interventions and tiering of students. This information will be communicated to all instructional staff on a weekly basis.
September 2020	January 2021	Bi-weekly attendance meetings to review student attendance rates and inactive students by the Attendance Team to guide home visits.

Chronic Absenteeism

September 2020	January 2021	Use of the Middle School Help Zone for restorative conversations to decrease confrontation and increase an environment of safety within the school building. Data will be collected and tracked by staff members and reported to members of the Instructional Team on a bi-weekly basis.
September 2020	January 2021	The school will continue to partner with the RCSD Attendance Office to triangulate attendance data and continue the use of period-by-period robo calls.

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
Building-created data collection tools in conjunction with district-level tools such as SPA	All Students	44%	44%

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 actions steps above and refine.

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
<p>Questions in Need of Addressing:</p> <p>Will attendance be taken?</p> <p>Will Staff be reporting to the building?</p> <p>How long will distance learning occur?</p>	Strategies TBD based upon district-level response in late August.	ASAP

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)
All Students	Do students at this school try to work out their disagreements with other students by talking to them?	In June 2021, Monroe Lower aims to decrease the number of students who disagree or strongly disagree 59%, demonstrating a 5% overall decrease.	According to the survey, 64% of students disagreed or strongly disagreed.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Discontinuity among administrative leadership within the middle school due to district-level adjustments in staffing over 2 consecutive school years.

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	January 2021	New administrative team will communicate with families and offer an online orientation in September.
September 2020	November 2020 (Tentatively)	Students will participate in distance learning until at least mid-November. To begin building relationships before students return to the building, administrators, instructional leaders, support staff, and community partners will visit classes regularly to begin building a supportive report with students and staff.
November 2020	January 2021	Upon returning to the building, students will be greeted daily by a supportive team of new and familiar faces that will be constant for the remainder of the school year. The support staff and community partners will meet regularly and work collaboratively to create a more proactive and less reactive setting for students to work out their differences.
September 2020	January 2021	School counselors and community partners will push-in to elective classes virtually and in-person up returning to the building to conduct workshops around the social-emotional needs of our student population and restorative.

Survey Goal

September 2020	January 2021	Community partners and support staff will collect data with a focus on how many student mediations result in a positive outcome. This data will be reported out monthly to all stakeholders.
-------------------	-----------------	--

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
Help Zone Visits	Community partners will track student visits and the root causes to determine support interventions and drive positive outcomes.
Mid-Year Survey	Students will complete an online survey created by school counselors to gauge growth around meeting the social-emotional and restorative needs of the middle school.

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 to monitor and track student visits to community partners and support staff to guide and adjust any necessary changes.
January 2021	June 2021	Consistent leadership and a common language from all stakeholders when communicating with students.

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
Remote Learning	Scheduling social-emotional and restorative practices within the classrooms	Ongoing across all settings

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).