



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	School of the Arts	Kelly Nicastro	7-12

## 2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	2	2	2		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
SWD	1	2	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
3/24/20	X	X	X		
4/2/20	X	X			
4/21/20	X	X			
4/28/20	X	X	X		
5/5/20	X	X	X		
5/12/20	X	X	X		
5/13/20	X	X	X		
5/19/20	X	X	X		
5/26/20	X	X	X		
5/27/20	X	X	X	X	
6/2/20	X	X	X	X	

Stakeholder Participation

6/3/20				X	X
6/11/20			X	X	
6/17/20				X	X
6/23/20				X	X
6/24/20				X	X
7/8/20				X	X
7/22/20				X	X
8/3/20			X	X	X
8/4/20			X	X	X
8/5/20				X	X

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	







## 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>SCEP Goal(s) this strategy will support</b>	

**Clearinghouse-Identified**

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

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



Evidence-based Intervention

School-Identified

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

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

## ELA Goal

### ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
<b>All</b>	82.4	83.3
<b>SWD</b>	31.9	19

### 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?)
Current opt out policy skews data.	Grades 7 and 8
Varying attitudes among faculty in regard to testing.	Grades 7 and 8
Insufficient and inconsistent use of data among staff.	Grades 7 and 8

### 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
		Goal: Increase ELA scores among our SWD and our ELL. Move general education students with a score of 1 to a score of 2 and decrease the number of opt-outs.
August 2020	December 2020	Look at data from previous year's NWEA and state assessment scores and determine who needs literacy lab and/or AIS English.
August 2020	December 2020	Teachers develop AIS plans based for SWD and ELL students using research based teaching strategies to increase student skill set.
August 2020	December 2020	Grade level planning meetings that are focused on standards and curriculum.
August 2020	December 2020	Teachers to attend specific professional development that focus on meeting the needs of SWD and ELL. Professional development opportunities will also focus on differentiation, scaffolding, and Danielson Domain 1 topics for Planning and Preparation.
August 2020	December 2020	Instructional leadership team will support the use of data based on student performance, lesson planning and walk through feedback.
August 2020	December 2020	Grade 7 and 8 grade teachers will share the NWEA data with the department so that vertical alignment can occur.
August 2020	December 2020	The department will continue to align curriculum with the standards and appropriate scaffolds for all students, including SWD and ELL.

## ELA Goal

August 2020	December 2020	English department will invite ESOL and Special Education teachers to planning meetings when setting goals for planning curriculum and instruction as a department and in planning and preparing for instruction.
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### Mid-Year Benchmark

<p>Identify the <b>specific assessment of ELA performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
	NWEA projected proficiency and growth reports, formative and summative assessments and other teacher evidence.	

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2021	June 2021	Look at data from previous year's NWEA and state assessment scores and determine who needs literacy lab and/or AIS English.
January 2021	June 2021	Teachers adjust AIS plans based on student growth and mastery while implementing research based teaching for SWD and ELL students.
January 2021	June 2021	Continue grade level planning meetings that specifically address standards where students did not show growth and adjust curriculum.
January 2021	June 2021	Teachers continue to attend professional development that focus on meeting the needs of SWD and ELL. Professional development opportunities will also focus on interpreting data, differentiation, scaffolding, and domain one topics for planning and preparation.
January 2021	June 2021	Instructional leadership team will continue to support teachers in the use of data based on student performance, lesson planning and walk through feedback and specifically support teachers in preparation for the NYS assessment.
January 2021	June 2021	Grade 7 and 8 teachers will share the NWEA data and student mastery of standards with the whole department so that vertical alignment can be adjusted to continue to meet student needs.
January 2021	June 2021	The department will continue to adjust and align curriculum with the standards that students have not yet met and appropriate scaffolds for all students, including SWD and ELL.

ELA Goal

January 2021	June 2021	English department will continue to meet with ESOL and Special Education teachers in planning meetings and as a department when setting goals for planning instruction.
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Addressing COVID-19 Related Challenges – ELA Goal

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

Need	Strategy to Address	When
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August
Collaboration among staff	Structured department meeting guidelines.	August and all year
Technology access for all students	IT Department continued work on ensuring all students have technology	Ongoing

## Math Goal

### Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	78.4	77.9
<b>SWD</b>	29.9	20.2

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Current opt out policy skews data.	Grades 7 and 8
Varying attitudes among faculty in regard to testing.	Grades 7 and 8
Insufficient and inconsistent use of data among staff.	Grades 7 and 8

### 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
		Goal: Increase Math scores among our SWD and our ELL. Move general education students with a score of 1 to a score of 2 and decrease the number of opt-outs.
August 2020	December 2020	Look at data from previous year's NWEA and state assessment scores and determine who needs math lab and/or AIS Math.
August 2020	December 2020	Teachers develop AIS plans based for SWD and ELL students using research based teaching strategies to increase student skill set.
August 2020	December 2020	Grade level planning meetings that are focused on standards and curriculum.
August 2020	December 2020	Teachers to attend specific professional development that focus on meeting the needs of SWD and ELL. Professional development opportunities will also focus on differentiation, scaffolding, and Danielson Domain 1 topics for Planning and Preparation.
August 2020	December 2020	Instructional leadership team will support the use of data based on student performance, lesson planning and walk through feedback.
August 2020	December 2020	Grade 7 and 8 grade teachers will share the NWEA data with the department so that vertical alignment can occur.
August 2020	December 2020	The department will continue to align curriculum with the standards and appropriate scaffolds for all students, including SWD and ELL.
August 2020	December 2020	Math department will invite ESOL and Special Education teachers to planning meetings when setting goals for planning curriculum and instruction as a department and in planning and preparing for instruction.

## Math Goal

### Mid-Year Benchmark

<p>Identify the <b>specific assessment of math performance</b> that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
	NWEA projected proficiency and growth reports, formative and summative assessments and other teacher evidence.	

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2021	June 2021	Look at data from previous year's NWEA and state assessment scores and determine who needs math lab and/or AIS Math.
January 2021	June 2021	Teachers adjust AIS plans based on student growth and mastery while implementing research based teaching for SWD and ELL students.
January 2021	June 2021	Continue grade level planning meetings that specifically address standards where students did not show growth and adjust curriculum.
January 2021	June 2021	Teachers continue to attend professional development that focus on meeting the needs of SWD and ELL. Professional development opportunities will also focus on interpreting data, differentiation, scaffolding, and domain one topics for planning and preparation.
January 2021	June 2021	Instructional leadership team will continue to support teachers in the use of data based on student performance, lesson planning and walk through feedback and specifically support teachers in preparation for the NYS assessment.
January 2021	June 2021	Grade 7 and 8 teachers will share the NWEA data and student mastery of standards with the whole department so that vertical alignment can be adjusted to continue to meet student needs.
January 2021	June 2021	The department will continue to adjust and align curriculum with the standards that students have not yet met and appropriate scaffolds for all students, including SWD and ELL.
January 2021	June 2021	Math department will continue to meet with ESOL and Special Education teachers in planning meetings and as a department when setting goals for planning instruction.

## Math Goal

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

<b>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</b>		
<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August
Collaboration among staff	Structured department meeting guidelines.	August and all year
Technology access for all students	IT Department continued work on ensuring all students have technology.	Ongoing

**ELP or School-Selected Goal**

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

**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?)

**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>		
<b>Start</b>	<b>End</b>	<b>Action</b>



ELP or School-Selected Goal

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

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

## 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	12.8%	27.2
SWD	24.4	38.3

### 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?)
SOTA has not had a dedicated, consistent (lack of HSA) Attendance team to address the data of Chronic, Severe and At Risk students.	Overall
Current method of communication to parents is not acknowledged as a valued tool because phone numbers and emails are not correct, the current Robo Call system is undervalued and over used.	Overall
Students are allowed to make up work, without penalty, when they are absent which devalues the importance of being present in school	Overall
SOTA Attendance Team must focus resources on the early identification of At Risk, Chronic and Severely absent students	Overall

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/10/2020	7/15/2020	School leaders will review 2019-20 attendance data to develop three lists: 1) <b>Returning students who were "at risk, chronically and severely absent"</b> (481 students) in 2019-20. These students will be given Tier 3 support. 2) Identify <b>incoming seventh graders/new to SOTA students who are siblings</b> of those who were "at risk, chronically and severely absent in 2019-20. These students will be given Tier 2 support in the first half of the year. 3) Returning students who <b>missed between 10 or more days</b> over the 2019/2020 school year will be given Tier 2 supports in the first have of the school year.
7/15/2020	7/30/2020	<b>A dedicated Attendance Team will be created</b> and identified consisting of HSA, school counselors, social workers, teachers, support staff administrator, FACT Worker, and CFY Counselor.
7/15/2020	7/30/2020	<b>Administrator will send summer attendance letters</b> to the parents/guardians of at risk, chronically and severely absent students.

Chronic Absenteeism or School-Selected Goal

		The letter will include community agencies for the families to reach out to for support as well as a phone conference/zoom meeting appointment with the administrator to discuss individual needs of each student.
8/1/2020	8/30/2020	<b>Administrator will conduct 1:1 meetings</b> (phone conferences/zoom meetings) with at risk, chronically and severely absent students and families to create Individual Attendance Plans/Attendance Contracts and explain attendance and how not attending negatively affects their child. Administrator will work closely with parents and students to educate them on the definition of chronically absent students. Administrator will discuss opportunities for students to become more engaged while at school such as clubs, sports, etc.
8/1/2020	8/30/2020	<b>Members from the school attendance team will work toward developing Tier 2 supports.</b> This will involve identifying staff who are willing to serve as <b>mentors</b> for students. Once staff are identified they will develop protocols and expectations for the role of mentor. This will involve communicating to the student's assigned teachers that he/she is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
8/1/2020	8/30/2020	<b>A contest will be created for students in each major</b> to create a song, poem, posters, pamphlet, dance etc., to inform the school community of the importance of attending school. SOTA Wear will be awarded to the winners in each department. Submissions will be voted on and displayed on SOTA Stream, in the halls, on the SOTA website and Facebook/Twitter pages.
8/1/2020	8/30/2020	<b>A peer mentor program will be established of Juniors and Seniors.</b> Those who volunteer to participate in this mentorship role will meet at school (COVID dependent) or on Zoom to create schedules, expectations, protocols and plan activities.
8/25/2020	8/27/2020	<b>School leaders will send letters, emails, (Attendance Works) robo calls</b> to parents explaining the importance of regular school attendance and the connection to school success. Ensure that letters are in the appropriate language.
8/20/2020	8/26/2020	School leaders will thoroughly explain the expectations of attending school, how to report absences, who to contact for support at <b>New Student Orientation.</b>
9/8/2020	9/8/2020	<b>Superintendent's Conference Day - School leaders</b> will clearly communicate the expectations to teachers that they will call the home of students who are not in attendance for 3 school days. These calls will be logged under attendance actions on Power School
9/9/2020-	9/18/2020	<b>SOTA Attendance Push</b> - Teachers, support staff and administration will communicate students who are absent within the first 3-5 school days. Individual inquiries will begin on each absent student locating each and dropping to new schools or getting them into appropriate support programs.

Chronic Absenteeism or School-Selected Goal

8/20/2020	9/30/2020	<b>Social Media/Zoom roll out</b> - Advertising and training on how to access SOTA Social Media/Zoom/SOTA Facebook/SOTA Twitter/Community Google Classroom Page.
9/9/2020	9/30/2020	<b>Secretaries/HSA will utilize data from Blackboard Connect data</b> to contact families of students who we do not have working phone numbers and emails. Newly acquired information will be updated on PS.
9/9/2020	12/23/2020	SOTA STREAM - Attendance PSA Announcements
9/8/2020	9/30/2020	<b>Staff mentors</b> will meet daily with “at risk” students receiving Tier 2 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee.
9/10/2020	9/18/2020	Administration will hold <b>Town Meetings</b> and discuss the importance of attending school as well as attendance procedures at each meeting.
9/9/2020	9/24/2020	Attendance department will focus on <b>locating students</b> who have not been in school (No Shows) complete necessary paperwork, complete home visits and dropping when appropriate. A <b>database</b> will be created to identify students who are no longer attending SOTA and their destination school and date.
9/9/2020	9/9/2020	<b>Attendance information will be posted</b> in the foyer to include brochures, community agencies and internal ways to receive assistance for students who are reluctant to attend school. This information will be made available to parents, guardians and guests throughout the school year.
9/9/2020	9/30/2020	The principal will emphasize the importance of regular school attendance in the monthly parent <b>newsletter</b> and include Attendance Works information.
9/9/2020	09/30/2020	Attendance department will send daily attendance letters, monitor Blackboard connect calls to parents/guardians update student information
9/8/2020	9/30/2020	Attendance department will meet weekly with HSA, school counselors, school social workers, teachers, community agencies (FACT/Big Brothers/Big Sisters) to identify students of concern and reasons for absences and individual plans for improved attendance.
9/14/2020	9/18/2020	<b>September Peer Mentoring</b> will host their first activity for students
9/23/2020	9/23/2020	<b>SOTA Hosts - Curriculum Night</b> - HSA will plan an event to encourage family attendance to discuss the importance of attending school. Senior Meet and Greet - Administrator will host a meeting for all parents of seniors to walk them through the school year and address attendance and tardy to school/classes.
9/28/2020	10/2/2020	The attendance committee will schedule a <b>September Overview Meeting</b> 1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers and open communication/break down barriers. 2) Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 support. Consider

Chronic Absenteeism or School-Selected Goal

		<p>moving any student in Tier 2 to Tier 3 supports.</p> <p>4) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.</p> <p>5) Decide if any Tier 2 students should receive Tier 3 support and if so what support would the student benefit from.</p>
10/15/2020	10/15/2020	<b>Parent Teacher Conference</b> - HSA will plan an event to encourage parent involvement and discuss attendance.
10/1/2020	10/30/2020	The principal will emphasize the importance of regular school attendance in the monthly parent <b>newsletter</b> and include information from Attendance Works
10/1/2020	10/30/2020	<b>Staff will call the home of each student who is not in attendance</b> each day. Staff mentors will meet daily with student mentees receiving Tier 2 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.
9/14/2020	10/7/2020	<b>Team created to develop a half day activity</b> to encourage students to attend school.
10/8/2020	10/8/2020	<b>Half day activity</b> that will draw students to school
10/13/2020	10/13/2020	October <b>Peer Mentoring</b> Activity
11/2/2020	11/6/2020	<p>The attendance committee will conduct its <b>October Overview meeting</b> and cover the following set of topics:</p> <p>1) Review attendance data for September and October and identify students who have missed four or five days of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the October individualized attendance plans developed at the last meeting for those that had missed three or four days in September. Determine if Tiered supports should continue, increase, or decrease for November.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
11/2/2020	11/30/2020	<b>Staff will continue to call the home of each student who continues to not attend school regularly.</b> Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors

Chronic Absenteeism or School-Selected Goal

		will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.
11/9/2020	12/3/2020	<b>Team created to develop a half day activity</b> to encourage students to attend school.
11/2/2020	11/30/2020	The principal will emphasize the importance of regular school attendance in the monthly parent <b>newsletter</b> to include information from Attendance Works
11/17/2020	11/17/2020	November <b>Peer Mentoring</b> Activity
12/4/2020	12/4/2020	<b>Half day activity</b> that will draw students to school
12/1/2020	12/23/2020	<b>The attendance committee will work with families to engage the support</b> of outside agencies to address barriers that are beyond the school's capacity.
12/1/2020	12/23/2020	<b>Staff will call the home of each student who is not in attendance</b> each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.
12/1/2020	12/23/2020	The principal will emphasize the importance of regular school attendance in the monthly parent <b>newsletter</b> to include information from Attendance Works
12/1/2020	12/3/2020	The attendance committee will conduct its <b>November Overview meeting</b> and cover the following set of topics: 1) Review attendance data for October and identify students who have missed four or five days of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the October individualized attendance plans developed at the last meeting for those that had missed three or four days in the previous month. Determine if Tiered supports should continue, increase, or decrease for that month. 5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student. 6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed. 7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.
12/15/2020	12/15/2020	December <b>Peer Mentoring</b> Activity

Chronic Absenteeism or School-Selected Goal

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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
<p>Lessen number of severe and chronic absences by 10-15%. % of students with 9 or more absences <i>(replace with alternate data source if not using a CA goal)</i></p>	<b>All Students</b>	<p>159 Chronic Abs 93 Severe Abs 252 total (22% of total school population)</p>	<p>214-227 total (18.6% - 19.7% of total school population)</p>

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
1/4/2021	1/29/2021	<p><b>Secretaries and HSA</b> - Attendance letters/calls will continue to be made to families of students who are missing 10 or more school days. Parent meetings will be held on zoom, Face Time or in person.</p>
1/5/2021	1/7/2021	<p>The attendance committee will conduct its <b>December Overview meeting</b> and cover the following set of topics:</p> <ol style="list-style-type: none"> <li>1) Review attendance data for the first semester focusing on December data and identify students who have missed 10%-15% of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</li> <li>2) Review the success of December's individualized attendance plans developed at the last meeting for those that had missed three or four days in December.. Determine if Tiered supports should continue, increase, or decrease for the following month.</li> <li>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for January for that student.</li> <li>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has</li> </ol>

Chronic Absenteeism or School-Selected Goal

		missed more than 4 days of school to determine if additional support is needed. 7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.
1/4/2021	1/29/2021	The principal will emphasize the importance of regular school attendance in the monthly parent <b>newsletter</b> and include information from Attendance Works
1/4/2021	1/6/2021	<b>STUDENT OF EXTREME CONCERN MEETING - to discuss and plan for any student who has missed 15 school days thus far. Determine if the strategies the team has put in place are effective.</b> <b>This team will develop a chart noting:</b> <b>1. the number of days a student has been absent</b> <b>2. steps taken to get the student to school</b> <b>3. parent meetings either at school or HV's</b>
1/19/2021	1/19/2021	January <b>Peer Mentoring</b> Activity
1/4/2021	1/8/2021	<b>Secretaries/HSA - On going updating of phone numbers and email addresses</b>
2/1/2021	2/3/2021	The attendance committee will conduct its <b>January Overview meeting</b> and cover the following set of topics: 1) Review attendance data for January and identify students who continue to miss or have met 10%-15% absences. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the previous individualized attendance plans developed at the last meeting for those that had missed three or four days in the previous month. Determine if Tiered supports should continue, increase, or decrease for that month. 5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for February for that student. 6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed. 7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.
2/23/2021	2/23/2021	<b>February Peer Mentoring</b> Activity
3/1/2021	3/3/2021	The attendance committee will conduct its <b>February Overview meeting</b> and cover the following set of topics: 1) Review attendance data for February and identify students who have missed 10%-20% of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a



Chronic Absenteeism or School-Selected Goal

		<p>mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the February individualized attendance plans developed at the last meeting for those that had missed three or four days in the month. Determine if Tiered supports should continue, increase, or decrease for the previous month.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for February for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
3/5/2021	3/5/2021	Half Day Activity - To encourage attendance at school
3/16/2021	3/16/2021	<b>March Peer Mentoring Activity</b>
4/5/2021	4/7/2021	<p>The attendance committee will conduct its <b>March Overview meeting</b> and cover the following set of topics:</p> <p>1) Review attendance data for March and identify students who have missed 10%-20% of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the previous month's individualized attendance plans developed at the last meeting for those that had 10%-20% or four days in the previous month. Determine if Tiered supports should continue, increase, or decrease for that month.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for that month for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
4/13/2021	4/13/2021	<b>April Peer Mentoring Activity</b>
5/3/2021	5/5/2021	<p>The attendance committee will conduct its <b>April Overview meeting</b> and cover the following set of topics:</p> <p>1) Review attendance data for March and identify students who have missed 10%-20% days of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with</p>

Chronic Absenteeism or School-Selected Goal

		<p>to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the previous month's individualized attendance plans developed at the last meeting for those that had missed 10%-20% of school. Determine if Tiered supports should continue, increase, or decrease for the previous month.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for May for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
5/18/2021	5/18/2021	<b>May Peer Mentoring Activity</b>
6/1/2021	6/3/2021	<p>The attendance committee will conduct its <b>May Overview meeting</b> and cover the following set of topics:</p> <p>1) Review attendance data for April and identify students who have 10%-20% days of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the previous individualized attendance plans developed at the last meeting for those that had missed three or four days in the previous month. Determine if Tiered supports should continue, increase, or decrease for the previous month.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for June for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
6/21/21	6/24/2021	<p>The attendance committee will conduct its <b>June Overview meeting</b> and cover the following set of topics:</p> <p>1) Review attendance data for June and identify students who have missed 10-20% of days of school. If new names are added to the "At Risk" list members of the attendance committee will identify an adult within the school whom the child has a relationship with to act as a mentor. This mentor will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.</p> <p>2) Review the success of the previous individualized attendance plans</p>

Chronic Absenteeism or School-Selected Goal

		<p>developed at the last meeting for those that had missed three or four days in the previous month. Determine if Tiered supports should continue, increase, or decrease for <b>September 2021</b>.</p> <p>5) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student.</p> <p>6) Review the attendance of those receiving Tier 2 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.</p> <p>7) Identify students that require Tier 3 supports, determine the extent of the support, assign staff/community agencies to these students.</p>
End of Mkp		<b>SOTA Superstars Celebration</b> - Celebrates good grades and attendance
Each Friday of the school year		<b>Social/Emotional Meetings</b> - Weekly meetings to discuss students of concern
Each month		Principal's <b>newsletters</b> highlighting information from Attendance Works

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
Students feel behind/stressed about returning to school because they were not active in zoom meetings from March 2020 - June 2020	After school zoom tutoring when students arrive at home. Continue to provide distance learning opportunities. Include positive re-introduction into school Multiple check in with students who may be struggling with returning to school	September 2020 - June 2021
Students (and family members) who are ill and unable to attend classes	Attend Zoom meetings during instructional time. Continue to provide distance learning opportunities.	September 2020-June 2021
Continue to use technology effectively and acknowledge that virtual communication is an option. Engage students and parents in training.	Title 1 events held for parents to train/educate them in using technology. Use Parent/Teacher Conferences and Curriculum Night to communicate with parents about opportunities, surveys, etc..	September 2020
Continue to foster home-school connection.	Home visits, parent/guardian contacts, attend actions	September 2020 - June 2021
Constant communication from school support staff	Counselors, social workers and administration will make weekly calls/texts/emails to students during this time.	September until a return to school

Chronic Absenteeism or School-Selected Goal

Keep students connected to friends, teachers and staff	Talk Time - Using zoom office hours to offer students a time to discuss whatever they would like, community concerns, school concerns, grades, home - free safe space to keep relationships strong	July until a return to school
Celebrate even if we are not returning	Culture Climate Committee has begun to prepare for a return to classes either “brick and mortar” or virtual	July - September

## 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 and Staff	2020-2021 Focus on four survey questions: <ol style="list-style-type: none"> <li>1. People of different cultural backgrounds, races, or ethnicities get along well at this school.</li> <li>2. I can talk to a teacher or other adult at this school about something that is bothering me.</li> <li>3. I am happy to be at this school</li> <li>4. I feel like I belong.</li> </ol>	Increase to at least 60% of students that chose strongly-agree or agree to the four survey questions.  Decrease the percentages by 10% of students who chose disagree or strongly-disagree to the four survey questions.  Revise questions to pertain to staff and survey survey staff also this year.	2019-2020 Survey question: Adults working at this school treat all students respectfully The survey results indicate that 47% of students feel respected by adults.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
The question is vague and the definition of RESPECT means different things to different people.
Many students need help to create relationships and seek out support.
Teenagers are unpredictable and their feelings and ideas fluctuate.
Low percentage of responses to survey questions. (18%)

### 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
September 2020	December 2020	Continue with the following programs that are intended to foster the ideas community and culturally responsive teaching: Culture and Climate Committee, Mosaics Club, Help Zone, GSA Club, etc.

## Survey Goal

October 2020	December 2020	SOTA Black Lives Matter Day planning and implementation.
August 2020	December 2020	Professional Development opportunities for staff focusing on implicit bias, student relationships, restorative practices, and culturally responsive teaching.
August 2020	September 2020	Welcome Back to School Activities.
August 2020	December 2020	"I feel like I belong because..." campaign.
August 2020	December 2020	Safe Zone Training and Communication. 'Who can you go to if you need something?'
August 2020	December 2020	School-wide activities throughout the year to create community and foster team building.
September 2020	December 2020	<p>Gather data about how a sense of belonging can positively impact student achievement:</p> <ul style="list-style-type: none"> <li>-Counselors continue to use checklists for student visits.</li> <li>-Create checklists for student visits to office. (Admin)</li> <li>-Administration continues to use grade and attendance report.</li> <li>-House offices identify patterns in student behavior, grades, absences using the checklists and reports.</li> <li>-Student achievement will be recognized in the following ways: <ul style="list-style-type: none"> <li>-SOTA Superstars Luncheon based on grades, attendance and improved behavior (three times per year)</li> <li>-Middle School Feel Good Fridays Program</li> </ul> </li> <li>-Administrators evaluate teacher practices/successful and unsuccessful by analyzing administrative observations and walk-throughs.</li> <li>-Track home-school connections by reviewing parent contacts and communications that are distributed to the entire SOTA Community. These include but are not limited to: <ul style="list-style-type: none"> <li>-Social media (Facebook, Twitter)</li> <li>-Counselor communications to parents</li> <li>-Counselor newsletter</li> <li>-Principal newsletter</li> <li>-Google Classrooms</li> <li>-SOTA Website</li> </ul> </li> </ul>
October 2020	October 2020	Create and distribute a survey to students and staff with the Survey Goals questions. Analyze data from survey results.
September 2020	December 2020	Teachers, administrators, students, staff recognize achievements of the SOTA Community (Pay it Forward, Random Acts of Kindness, etc.)

### 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.

## Survey Goal

Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
October Survey	Review results of October survey to students and staff and implement necessary changes.
See List*	Review data from: * -Counselors checklists for student visits. -Office checklists for student visits to office. -Grade and attendance reports. -Patterns in student behavior, grades, and attendance. -Participation in student achievement activities: SOTA Superstars, Feel Good Fridays -Teacher evaluations, observations and walk-throughs. -Parent contacts and communications
Attendance and Participation	Welcome Back Activities, School-wide activities, celebration activities
Attendance and Participation	Professional Development for Staff

### 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
January 2021	June 2021	Continue with the following programs that are intended to foster the ideas community and culturally responsive teaching: Culture and Climate Committee, Mosaics Club, Help Zone, etc.
January 2021	February 2021	SOTA Black Lives Matter Day planning and implementation.
January 2021	June 2021	Professional Development opportunities for staff focusing on implicit bias, student relationships, restorative practices, and culturally responsive teaching.
January 2021	June 2021	Continue with the following programs that are intended to foster the ideas community and culturally responsive teaching: Culture and Climate Committee, Mosaics Club, Help Zone, etc.
April 2021	April 2021	Create and distribute a survey to students and staff with the Survey Goals questions. Analyze data from survey results.
January 2021	June 2021	"I feel like I belong because..." campaign.
January 2021	June 2021	Safe Zone Training and Communication. 'Who can you go to if you need something?'
January 2021	June 2021	School-wide activities throughout the year to create community and foster team building.
January 2021	June 2021	Gather data about how a sense of belonging can positively impact student achievement:

## Survey Goal

		<ul style="list-style-type: none"> <li>-Counselors continue to use checklists for student visits.</li> <li>-Create checklists for student visits to office. (Admin)</li> <li>-Administration continues to use grade and attendance report.</li> <li>-House offices identify patterns in student behavior, grades, absences using the checklists and reports.</li> <li>-Student achievement will be recognized in the following ways:             <ul style="list-style-type: none"> <li>-SOTA Superstars Luncheon based on grades, attendance and improved behavior (three times per year)</li> <li>-Middle School Feel Good Fridays Program</li> </ul> </li> <li>-Administrators evaluate teacher practices/successful and unsuccessful by analyzing administrative observations and walk-throughs.</li> <li>-Track home-school connections by reviewing parent contacts and communications that are distributed to the entire SOTA Community. These include but are not limited to:             <ul style="list-style-type: none"> <li>-Social media (Facebook, Twitter)</li> <li>-Counselor communications to parents</li> <li>-Counselor newsletter</li> <li>-Principal newsletter</li> <li>-Google Classrooms</li> <li>-SOTA Website</li> </ul> </li> </ul>
January 2021	June 2021	Teachers, administrators, students, staff recognize achievements of the SOTA Community (Pay it Forward, Random Acts of Kindness, etc.)

### 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
Carry on feeling of community for extended building closure	<ul style="list-style-type: none"> <li>-SOTA Community Google Classroom</li> <li>-SOTA Staff Room Google Classroom</li> <li>-Celebrate student accomplishments</li> <li>-SOTA Stream Quarantine Edition</li> <li>-Promote student to student encouragement of each other</li> </ul>	Ongoing
Keep lines of communication open for extended building closure	<ul style="list-style-type: none"> <li>-Zoom meetings with parents and students</li> <li>-Updated email addresses for parents</li> <li>-Distance learning, OCR, Google Classrooms and Zoom meetings for instruction</li> <li>-SOTA Newsletter and Facebook (parents)</li> <li>-Counselor updates</li> </ul>	Ongoing
Instruction	<ul style="list-style-type: none"> <li>-Increase opportunities for student engagement with instruction.</li> <li>-Zoom etiquette</li> </ul>	Ongoing



Survey Goal

	-Teacher training for distance learning -Assignment schedule for distance learning from counselor to middle school students	
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## Submission Assurances

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

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

## Submission Instructions

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

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

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

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