



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	Abelard Reynolds School #42	Lisa Whitlow	Pre K-6

Accountability Data

2018-19 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	1	2	2	2	1	1

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

Stakeholder Participation

Background

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

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

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
SBPT Meeting R Ulliman 2/27/2020	X	X			
4/28/2020	X	X			
5/19/2020			X		
6/2/2020				X	
6/9/2020			X	X	
				X	
6/17/2020					X

Stakeholder Participation

TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									Signature
		2/27	4/28	5/19	6/2	6/9	6/11	6/15	6/17		
Lisa Whitlow	Principal	x	x	x	x	x	x	x			
Terry Richards	Assist. Principal										
Joanna Killigrew	RAP Member	x	x	x	x	x	x	x	x		
Irene Fazio	RTA member	x	x	x	x	x	x	x	x		
Carletha Bell	RtA Member	x	x	x	x	x	x	x	x		
Kristine Inguaggiato	RTA Member	x	x	x	x	x	x	x	x		
Wayne Phillips	RTA Member	x	x	x	x	x	x	x	x		
Toni Jolevski	RTA Member	x	x	x	x	x	x	x	x		
Julie Thurley	RTA Member			x							
Chris Crosser	Parent	x	x	x	x	x	x	x	x		
Tiffany Scott	Parent	x	x	x							
Bobi Papaleo	Parent	x	x	x	x	x	x	x			

Evidence-Based Intervention

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

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

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

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	
SCEP Goal(s) this strategy will support	

Clearinghouse-Identified

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

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

Evidence-based Intervention

School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	67.8	63.1
Black	58.5	45.8
SWD	32.2	15.4

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Inconsistent tier 1 (core) instruction for ELA	No
Lack of feedback to teachers from walk through	
Inconsistent grade level analysis of data and student work to drive instruction	No
Inconsistent vocabulary instruction/Hallmark 4	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
September 8	April 30	Continue with Professional Development on Next Gen Standards to build capacity by focusing on one Advanced Literacy per month. Administrators will include advanced literacy in the instructional bulletin September: Brief 1 Advanced Literacies for Academic Success http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf October: Brief 2 reading Comprehension http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-2-of-8_summer_2017_what-is-reading-final_2-1.pdf-a.pdf November: Brief 3 Engaging texts with big ideas and rich content http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-3-of-8_summer_2017_hallmark_1final_2.pdf-a.pdf December: Brief 4 Talk and discussion to build conversational and academic language knowledge http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-4-of-8_summer_2017_hallmark_2-final_2.pdf-a.pdf January: Brief 5 Write & Build Language and knowledge http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-5-of-8_summer_2017_hallmark_3_final_2.pdf-a.pdf .

ELA Goal

		<p>February: Brief 6 Small sets of high utility vocabulary words to build breadth and depth of knowledge http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-6-of-8_-summer-2017_-hallmark-4-vocab_final_2.pdf-a.pdf</p> <p>March: Brief 7 Instructional Units of Study http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-7-of-8_summer_2017_units-final_2.pdf-a.pdf</p> <p>April: Brief 8 Language Projection Projects http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-8-of-8_summer_2017_lang_production_projects-final_2.pdf-a.pdf</p>
September 9	June	Teachers will use the workshop model for ELA and Writing instructions.
September 9	June	Teachers will use the Rochester instructional framework as per RCSD.
September 9	October 30	Use a variety of vocabulary building strategies (sensory, visual, auditory) to strengthen conceptual knowledge i.e word/picture sorts, vocabulary drawings/cartoons, word splash.
September 14	September 30	Teachers will administer baseline assessments (My View/My Vision, CFA, NWEA, and AIMS Web) to identify where students are reading and writing.
September 15	October 15	Hispanic Heritage Month Project Based Learning (PBL) Create classroom, group or individual projects for display on October 15 with a gallery walk Pre K - 3 and 4-6
September 21	June 2021	Grade levels will meet twice a month for ELA as a PLC to implement the My View/My Vision reading and writing programs with job embedded PD, Learning Lab walks, data analysis, using NYSED scaffolds and looking at student work facilitated by Principal/AP.
September 21	September 25	Grade Level Team ELA Week 1: Teachers in grades K-6 will use the scaffold "Explicit Vocabulary Instruction" from Scaffolding Instruction for All Students: A Resource Guide. Teachers will watch Explicit instruction video, introduce the scaffold, and identify student actions and create data collection sheet.
September 21	October 19	Teachers will collect vocabulary data on Explicit Vocabulary Instruction
October 5	October 9	Grade Level Team ELA Week 2: Teachers, Intervention/Coach and administrators will analyze baseline data and identify gaps from previous year curriculum and plan lessons to close the gap using ELA scope and sequence, identify AIS/RTI goals
October 5	October 16	Teachers write AIS/RTI plans using research based strategies (Jon Hattie) or programs with a set progress monitoring schedule.
October 5	November 6	Teachers will use research based strategies (Jon Hattie) or programs to address the intervention needs of students reading more than a year below grade level. The strategy or program selected must have scientific research to support the outcomes of the identified reading deficit. A progress monitoring schedule will be set and data will be analyzed every 4-6 weeks or 3 different data points. If after the 4-6 weeks or 3 data points with minimal progress the intervention will be changed

ELA Goal

October 19	October 23	Grade Level Team ELA Week 3: Pacing and curriculum check compared to RCSD ELA scope and sequence. Check on My View implementation record questions, needs or celebrations.
October 12	October 16	Administrator walk through collect evidence on unpacking the standard and mini lesson to provide feedback to teachers
November 2	November 6	Grade Level Team ELA Week 4: Collect data on Explicit Vocabulary Instruction. Teachers in grades K-6 will use the scaffold “The Frayer Model” from Scaffolding Instruction for All Students: A Resource Guide. Teachers will watch Explicit instruction video, introduce the scaffold, and identify student action and create data collection sheets. https://www.youtube.com/watch?v=GIPLCYw4ckE
November 2	November 30	Teachers will collect student data on The Frayer Model
November 9	November 13	Administrator walk through collect evidence on work period to provide feedback to teachers on small group and guided reading
November 16	November 20	Grade Level Team ELA Week 5: Progress Monitoring and AIS plan review, pacing check
November 30	December 1	Grade Level Team ELA Week 6: Collect data sheets on The Frayer Model Learning walk capturing student learning during work period in another grade level classroom
December 14	December 18	Grade Level Team ELA Week 7: Progress Monitoring AIS review; Pacing Check
December 14	December 18	Administrator walk through on reader’s workshop closing to provide feedback to teachers on checks for understanding and exit tickets
January 11	January 15	Grade Level Team ELA Week 8: Teachers in grades K-4 will use the scaffold “Modeling Graphic Organizers” Grade 5 will use the scaffold “Partially Completed Graphic Organizer” and Grade 6 will use the scaffold “ T Chart” from Scaffolding Instruction for All Students: A Resource Guide. Teachers will introduce the scaffold, identify student actions and create data collection sheet.

ELA Goal

Mid-Year Benchmark

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

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
NWEA All Students projected proficiency PI	70.98	60.0 (accounts for COVID closure)
NWEA SWD projected proficiency PI	8.63	15.0 (aggressive 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 – ELA Goal

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Student skill level	Baseline assessment includes standards from previous grade level	September
Adapted pacing chart/long range plan	Identify standards to be addressed from previous grade level and adapt pacing chart	October
Monitor pacing charts	Conduct pacing checks at grade level teams	October-January
Communication with parents	Survey parents on closure	September

ELA Goal

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All	66.8	60.2
Black	56.4	38
SWD	47.7	16.9

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Inconsistent tier 1 (core) instruction	No
Limited strategies and resources to address tier 2 and tier 3 math intervention needs	No
Inconsistent direct instruction in numeracy and number sense	No
Inconsistent use of Zearn	K-5
Inconsistent feedback provided to teachers from walk through data	K-5

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 15	December 15	PD will be offered for numeracy and number sense. Example, collegial circle reading Number Sense Routines by Jessica Shumway.
August 15	December 15	PD will be offered for tier 2 and tier 3 strategies pending available resources
September 9	September 25	Teachers will administer baseline math assessment (CFA, NWEA) for all students
September 9	June 2021	Teachers will use the Rochester Instructional Framework as per RCSD
September 9	June 2021	All teachers will use the workshop model for math instruction.
September 9	June 2021	Teachers will use research based math strategies (Jon Hattie) or programs and back map the standards to deliver math intervention.
September 9	June 2021	Teachers will use targeted Zearn lessons based on Student baseline testing performance as a center during the workshop model.
September 28	June 2021	Grade level teams will meet monthly to discuss pacing, best practices, data analysis, and looking at student work regarding the teaching of mathematics in accordance with the RCSD 20-21 Acceleration of Learning Scope and Sequence spreadsheet . Teachers will note observations,

Math Goal

		challenges, and successful teaching strategies in a School #42 copy of that document.
September 28	October 2	Grade Level Team Math Week 1 Teachers in grades K-5 will use the Graphic Organizer RDW (Read, Draw, Write) scaffold from <i>Scaffolding Instruction for All Students: A Resource Guide</i> . Teachers will introduce the scaffold, identify student actions and create data collection sheet.
September 28	October 23	Teachers will collect data on Graphic Organizer RDW
September 28	October 2	Grade Level Team Math Week 1 Teachers in grade 6 will use the Warm-up Review Scaffold from the <i>Scaffolding Instruction for All Students: A Resource Guide for Mathematics Grade 6</i> . Teachers will introduce the scaffold, identify student actions and create data collection sheet.
September 28	October 23	Teachers will collect data on Warm-Up Review Scaffold
October 5	October 16	Teachers will write AIS/rti plans using research based strategies (Hattie) or programs and backmap the standards. Plans will set the progress monitoring method and frequency.
October 12	October 16	Grade Level Team Grades K-6 Math Week 2 teacher, administrators and data coaches will do a pacing check and analyze student work(exit tickets, assessments,CFA for patterns of mastered skills or identify areas of need to close gaps.
October 12	October 16	Administrator walk through collect evidence on unpacking the standard and mini lesson to provide feedback to teachers
October 26	October 30	Grade Level Team Math Week 3: Collect data from Grades K-5 from the RDW (Read, Draw, Write) Scaffold. Learning walk to capture student learning during the work period
October 26	October 30	Grade Level Team Math Week 3 Grade 6 will collect data and analyze student work and teaching from the Warm-up Review Scaffold . Learning walk to capture student learning during the work period.
November 9	November 13	Grade Level Team Math Week 4 Teachers in grades K- 6 will use the Frayer Model from the <i>Scaffolding Instruction for All Students: A Resource Guide for Mathematics Grades 3- 6</i> . Teachers will introduce the scaffold, identify student actions and create data collection sheet.
November 9	November 13	Administrator walk through collect evidence on work period to provide feedback to teachers on small group and guided practice
November 30	December 4	Grade Level Team Grades K-6 Math Week 5 teacher, administrators and data coaches will check pacing and Progress monitoring and AIS review
November 14	December 18	Grade Level Team Math Week 6 Grades K-6 will collect data and analyze student work and teaching from the Frayer Model (exit tickets, progress monitoring, student work) and plan for next steps to improve student performance.
December 14	December 18	Administrator walk through on math workshop closing to provide feedback to teachers on checks for understanding and exit tickets
January 23	February 5	Grade Level Team Math Week 7 Teachers in grades K-5 will use the Concrete Abstract Model from the <i>Scaffolding Instruction for All Students:</i>

Math Goal

		<i>A Resource Guide for Mathematics Grades 3- 6.</i> Teachers will introduce the scaffold, identify student actions and create data collection sheet.
January 23	February 5	Grade Level Team Math Week 7 Teachers in grade 6 will use the Concrete-Representational-Abstract (CRA) from the <i>Scaffolding Instruction for All Students: A Resource Guide for Mathematics Grade 6.</i> Teachers will introduce the scaffold, identify student actions and create data collection sheet.

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 All Students Projected Proficiency PI	60.78	55.5 (accounts for COVID closure)
NWEA SWD Projected Proficiency PI	4.31	15.0 (aggressive goal)

Planning for January to June

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

Start	End	Action

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

Math Goal

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
Student skill level	Baseline assessment includes standards from previous grade level	September
Adapted pacing chart/long range plan	Identify standards to be addressed from previous grade level and adapt pacing chart	October
Monitor pacing charts	Conduct pacing checks at grade level teams	October-January
Communication with parents	Survey parents on closure	September

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	27.4%	34%
Black		36.1%
SWD	SWD-40.8% * This is the school's 2020-21 MIP Goal for this subgroup	42.2%

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?)
Lack of transportation: if morning bus is missed, or after move to new address, or around appointments outside the school building	no
Provide parents with a better understanding of how attendance affects school using data	no
Families did not have a positive school experience.	no

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 1	August 31	Attendance team will review 2019-20 attendance data to develop three lists: 1) returning students who were chronically absent in 2019-20. These students will be given Tier 2 supports. 2) incoming students who are siblings of those who were chronically absent in 2019-20. These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 10 and 14 days in 2019-20. These students will be given Tier 1 supports in the first half of the year.
August 1	August 31	Revise attendance section of parent handbook to further explain attendance and the impact on education success.
September 9	January 31	Teachers will contact families after 2 consecutive absences and will record information in attend actions.
August 1	August 31	Attendance Team will send out communication prior to the school year requesting notification if families move to a new address to input transportation change request as early as possible.
August 15	June 2021	Engage attendance team, community partners and teachers in promoting and monitoring attendance initiatives i.e. Mother's Day Jewelry Shop, Cold Can't Stop us Campaign (Building Created)

Chronic Absenteeism or School-Selected Goal

September 9	June 2021	Classrooms earn a letter to spell P-O-P-C-O-R-N when the entire class is present in a single school day. Entire word spelled earns class a treat.
September 9	June 2021	Attendance team to meet weekly to identify and review individual student absences and chronic absenteeism rates
September 9	June 2021	Daily phone calls to absent student’s family based on Blackboard Connect phone call log
September 11	June 2021	Attendance letters mailed home based on 3, 5, 10, and 20 days of absence.
September 16	June 2021	Update laminated thermometers to provide students and visitors visuals on weekly attendance percentages by grade
November 2	November 30	Teachers and Attendance Team will run a book campaign with student choice on presentation or project.

Mid-Year Benchmark

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

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use “All Students”)	January 2020 Results	January 2021 Target
SPA	All		
SPA	Black		
SPA	SWD		

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

Chronic Absenteeism or School-Selected Goal

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
Consistent distance learning plan	Use RCSD Learns Explore ELA and Math Use Google phone number to call or text	
Communication with parents	Work with parent finding a mutually agreed upon time to talk about work and student needs	

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)
Student	#25 "I feel like I belong."	100% of students will feel they belong.	71% of students feel like they belong.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Some students/families don't trust their teachers/school community because of a previous experience
Need to improve Culturally Responsive community through teaching and the school environment
Use of public displays of poor student behavior: red, yellow, green with student names; taking away Dojo points, etc.

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
September 9	June 24	Teachers start each day with morning meeting to build relationship with children
September 15	June 24	School community will celebrate a student in each lunch period each week; picture will be displayed on lobby TV and social media, when allowed, and name read over announcements; teachers and staff will submit entries to teachers during week--teachers give entries to PTO/Parent Liaison on last day of each week for drawing; entries based on single acts, not entire week
September 8	June 24	Teachers shift focus to positive behavior reinforcement recognition from any pre-existing punitive actions (red, yellow, green, or taking away points) for good behavior.
October 1	October 15	Administer student survey on belonging
October 1	October 15	Administer parent survey on student belonging
October 1	October 31	School wide celebration on Hispanic Heritage Month
November	November	School International Fair
January 4	January 14	Administer student survey on belonging
January 4	January 14	Administer parent survey on student belonging
February 1	February 28	School wide celebration on Black History Month
March 1	March 26	School wide celebration on National Women's History Month

Survey Goal

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
January survey	Increase from 71% of students feeling like they belong on student survey administered in January

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

Survey Goal

Monitor student social emotional well being	Teacher will invite social worker to Zoom for check in	If needed

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).