



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Rochester City School District	Charles Carroll School #46	Dr. Gina DiTullio	K-6

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	3	2	1

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
ELL	2	3	2	3	1	1
SWD	2	2	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			
3/4/20	x				
3/13/20		x	x		
3/20/20				x	x

Stakeholder Participation

TSI Schools Only

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

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

Stakeholder Involvement Signature Page

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
		5/13	5/19	5/27	6/17			
Dr. Gina DiTullio	Principal	X	x	x	x			
Bonnie Ellis	Assistant Principal	X	x	x	x			
Terra Toole	teacher (K)	X	x	x	x			
Carrie Mezzoprete	teacher (3)	X	x	x	x			
Gretchen Conn	Sped teacher (1)	X	x	x	x			
Lindsey Robach	teacher (1)	X	x	x	x			
Bridgett Weeks	Sped teacher (4)	X	x	x	x			
Colleen Widrick	Sped teacher/ intervention teacher	X	x	x	x			
Aleida Garcia	head secretary/parent							
Michelle Sahmel	parent representative	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	Professional Learning Communities
SCEP Goal(s) this strategy will support	ELA and Math goals

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	73.9	93.4
ELL	55.9	33.3
SWD	35	24.4

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?)
Data analysis showed that students who were underperforming in ELA had weak decoding skills	No
Data analysis showed that students who were underperforming in ELA lacked the ability to effectively engage with a variety of texts, impeding comprehension	No
Data analysis showed that students who were underperforming in ELA had weak vocabulary skills which also impedes comprehension	No
Inconsistencies with implementation of assessments for progress monitoring	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 2020	September 2020	Begin implementation of new reading series with a focus on decoding, vocabulary and comprehension
August 24	September 18	Professional Development workshops will be offered by the district to support the implementation of the reading series; staff will attend
September 8	Sept 11	Establish Instructional Leadership Team (ILT) and begin meeting; review Data Wise Protocol with team
September 2020	January 2021	Implementation of grade level PLCs in which we utilize the Looking at Student Work Protocol and progress monitoring data to discuss student progress and make adjustments to instruction
September 8	Sept 11	Schedule grade level PLCs for math, reading and SEL ; grade levels will meet weekly, one meeting will be designated for math, one for reading, one for SEL and one for that is open for grade level discussions
September 14	Sept 18	Review LASW protocol with grade level teams during grade level meetings; review Data Wise protocol for reviewing quantitative data

ELA Goal

September 21	Oct 2	Review student baseline data in grade level PLCs using Data Wise protocol for looking at data
Sept 21	Oct 2	Establish small groups and short term goals based on the baseline data reviewed in each grade level PLC meeting
October 5-	Dec 23	Meet weekly with teams to review student progress towards established learning targets based on tests, quizzes, and student work gathered by grade level teams; implement LASW protocol or Data Wise protocol for consistency
September 2020	January 2021	Embedded coaching and professional development to support implementation of core reading program and ensure fidelity
September 8	Sept 18	Establish coaching schedule and identify any teachers who want to be “lab classrooms” for the coaching cycles for new ELA program
Sept 8	Sept 18	Establish push-in coaching/instructional support schedule for primary and intermediate classrooms to support small group targeted instruction (intervention/prevention teachers)
September 21	Dec 23	Conduct instructional rounds with classrooms who volunteered to be part of the coaching cycles
September 14	September 25	Gather baseline data on students in K-6 using Brigance, Aims Web, My View and NWEA assessments; perform gap analysis and put proper supports in place
December 7	December 18	Give common benchmark assessment which were used last school year at grades 3, 4, 5, and 6 to assess readiness for NYS test and put appropriate supports in place starting in January
Dec 21	Dec 23	Review student benchmark data and make adjustments to instructional groupings and practices based on assessment data
August 24	September 18	Work in grade level teams and vertical teams to review power standards and supporting standards that were identified at each grade level, K-6
September 2020	January 2021	Implement workshop model in all grade levels for consistency in reading block instruction
January 11	January 22	Give NWEA and My View assessments for mid year benchmark
January 25	Jan 29	Review mid-year assessment data compared to the common assessment data that was given in December; make any adjustments to the curriculum based on assessment results and student work samples

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		

ELA Goal

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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 25	January 29	Analyze the common formative benchmark assessment given in December; plan additional instruction to address any gaps in learning identified by assessment (MTSS)
January 2021	June 2021	Continue to meet in grade level teams using PLCs and LASW protocols to monitor student progress in meeting grade level standards and expectations
January 4	March 4	Implement targeted, small-group instruction using benchmark data and common formative assessment;
March 4	April 29	Begin integration of sample test questions from NYS Common Core Assessments
March 4	April 29	Meet with grade level teams monthly to review student progress and make any changes necessary to ensure students are on track to demonstrate improvement
January 2021	June 2021	Continue to implement the workshop model for consistency in the language arts instructional block; informal visits will be conducted by administration to provide feedback and suggestions for improvement
January 2021	June 2021	Continue implementation of new core reading program with a focus on decoding, vocabulary and comprehension
January 2021	June 2021	Continue grade level and vertical team meetings to discuss priority and supporting standards, ensuring that curriculum is aligned to identified standards

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Baseline assessment data needs to be gathered ASAP	Convene ILT to discuss assessment tools (Brigance, NWEA and AimsWeb) to be used and timeline for assessment	August

ELA Goal

Curriculum maps need to be updated	Convene grade level teams/vertical teams to identify what content was missed and will need to be taught in the fall	September
Pacing charts will need to be updated	Convene ILT and grade level teams to reevaluate the pacing charts accounting for the additional content to be taught	September

Math Goal

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
All		76.2
ELL		12.9
SWD		4.3

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?)
Data analysis showed inconsistencies in the content across grade levels is causing gaps in skills and knowledge	No
Data analysis showed that students who were underperforming in math are not proficient in basic math skills/facts by third grade	No
Data analysis showed students who were underperforming in math had deficiencies in understanding mathematics vocabulary	No
Data analysis showed that students who were underperforming in math had deficiencies in reading comprehension, impeding their ability to solve word problems	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? <i>(add additional rows as needed)</i>		
Start	End	Action
September 2020	September	Gather baseline data using NWEA on student performance in order to guide instructional groupings and fill any gaps left from distance learning
September 2020	January 2021	Implementation of Math Expressions pilot program K-6; embedded PD and coaching to supplement implementation and ensure fidelity
September 2020	January 2021	Implementation of professional learning communities; use of Looking at Student Work Protocol and progress monitoring data to guide instructional decisions and monitor the acquisition of necessary mathematics skills
January 11	January 15	Give common assessments designed last year that are directly aligned to the NYS Common Core Math assessment to assess readiness for NYS test in mathematics and fill any gaps in learning
January 18	January 22	Analyze assessment data in grade level teams and in ILT
January 18	January 22	Develop a plan to address all gaps in learning that are identified during data analysis;
January 22	April 15	implement plan and monitor student progress during grade level meetings using formative data and student work

Math Goal

September 14	October 16	Work in grade level and vertical teams to review power standards and supporting standards at each grade level, K-6
September 8	November 20	Identify and explicitly teach mathematics vocabulary as it relates to problem solving
November 23	December 11	Assess development of mathematics vocabulary through LASW protocols during grade level PLCs
September 8	January 31	Ensure that each grade has time to practice basic math facts to build automaticity; use Zearn as well as the electronic
September 8	January 31	Implementation of workshop model to ensure consistency of instruction during the mathematics block

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		

Planning for January to June

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

Start	End	Action
January 11	January 15	Implementation of common formative benchmark assessment to assess how students are performing compared to where they should be according to the NYS guidelines for competency
January 18	January 22	Analyze the data from common formative benchmark assessment and design instruction that addresses any gaps in skills or knowledge necessary to demonstrate proficiency on the NYS mathematics test (MTSS)
February 1	March 31	implement small group instruction based on assessment data; begin exposing students to sample test questions (NYSCC assessments)
January	June	Continue to implement Math Expressions pilot program; work in grade level teams in PLCs to monitor student progress in mathematics
January 4	June 18	Continue implementation of PLCs and LASW protocols to monitor student progress
January 4	June 18	Continue to use Priority and supporting standards to assess progress toward NYS expectations for proficiency at grades K-6
January 4	June 18	Continue implementation of workshop model for consistency in mathematics instructional block
January 4	June 18	Continue to explicitly teach mathematics vocabulary in the context of problem solving

Math Goal

January 4	June 18	Continue practice with math facts
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Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (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>
Baseline assessment data will need to be gathered ASAP	Administer the NWEA, AimsWeb, and Briggance	September
Curriculum Maps need updating	Convene grade level teams/vertical teams to identify what content was missed and will need to be taught in the fall	September
Pacing charts need updating	Convene ILT and grade level teams to reevaluate the pacing charts accounting for the additional content to be taught	September

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	1.02
ELL	1.02
SWD	n/a
School-Selected Goal: Students will increase their ability to self-regulate during the school day and utilize appropriate pro-social skills	

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?)
Developmental gaps in student abilities to use appropriate social skills	No
Trauma history often impedes the development of coping skills	No
Often children come to school lacking the social skills that they need to successfully interact with peers	No
Lacking a common approach/vocabulary to address expected and unexpected behaviors	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? <i>(add additional rows as needed)</i>		
Start	End	Action
August	August	Training in the Zones of Regulation Program; the majority of this training is being completed over the summer in July and August; we will use one day in August (likely the 28th) to review the content and ensure every staff member has a book
September	September	Create tracking sheet to collect student data regarding incidents and ability to use coping skills
Sept 11	Sept 30	Training on and implementation of calming corners k-6; training will be done with each grade level team by the OT and school social worker during an AM meeting time designated by teams
September 9	September 30	Implementation of Zones of Regulation Program
Sept 9	Sept 18	Training on and implementation of sensory room and safe room
Sept 9	Sept 18	Training on and implementation of sensory path (primary)
Sept 9	September 18	Identify students who have used check and connect and/or who may continue to benefit from check and connect;
Sept 21	January 31	implementation of check and connect; meet monthly to review student progress with intervention and reassess

ELP or School-Selected Goal

Sept 21	Sept 25	Training on and implementation of peer mediation (faculty)
Sept 28	Oct 2	Identify and train students in peer mediation
Sept 14	January 31	Implementation of board and card games for students to use in cafeteria to build social skills
Sept 9	January 31	Continue partnership with Liberty for additional counseling; meet monthly with Liberty to review student progress with treatment plans
Sept 14	January 31	Continue work with ROC Restorative/ PLC and book study/Circles; teacher can volunteer to be part of this work; all staff will receive the book <i>Better Than Carrots or Sticks</i>
Sept 9	January 31	Explicitly teaching expected social skills during a morning meeting time
September	December	Educating families on the Zones of Regulation Program and Restorative Practices

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
Referral data		
Suspension Data		

Planning for January to June

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

Start	End	Action
January	June	Continue using sheet to collect student data regarding incidents and ability to use coping skills
January	June	Continue implementation of calming corners k-6; review the data collected on how often the students are using the corners and how effective they are in helping students return to a calm state so that they can re engage in instruction

ELP or School-Selected Goal

January	June	Continue implementation of Zones of Regulation Program; review data collected on referrals as well as implementation of calming strategies; meet with grade level teams monthly to discuss the data and modify supports as necessary
January	June	Continue implementation of sensory room/safe room; collect data on how those rooms are being used (who is using the room, for what and for how long)
January	June	Continue implementation of sensory path with primary students downstairs and intermediate students upstairs
January	June	Continue implementation of check and connect for students who require the additional support of an adult throughout the day
January	June	Continue implementation of peer mediation
January	June	Board and card games for students to use in cafeteria to build social skills will continue; incidents in the cafeteria will be monitored and adjustments will be made
January	June	Continue partnership with Liberty to provide additional counseling for students who have been identified by social worker and classroom team
January	June	Continue work with ROC Restorative/ PLC and book study/Circles
January	June	Continue explicitly teaching expected social skills during a morning meeting time through the Zones of Regulation program
January	June	Continue educating families on the Zones of Regulation Program and Restorative Practices

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
Possible regression of social skills due to lack of interaction with peers	Spend time in the morning during "morning meeting circles" to reestablish expectations for behavior and appropriate pro-social interactions	September-October

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		22.7
ELL		21.9
SWD		36.6

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?)
Many families worry about sending students to school who appear to be sick with mild cold symptoms	
Lack of personal transportation does not allow for parents to transport students to school in the event that the child misses the bus	

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 25	Sept 15	<p>The school attendance team will meet to establish Tier 1, 2, and 3 interventions and supports. For Tier 1, teachers will reach out to families via phone or Classroom Dojo messenger to inquire about the reason for the absence and communicate any expectations around missing work. If there is no answer, the teacher will communicate that to our parent liaison who will follow up with the family as well.</p> <p>Tier 2 interventions and supports will include the school social worker and/or the school's parent liaison. Once students are identified as tier 2, they will be contacted by either the social worker or the parent liaison and they will have a conversation about the reason for the absences and how the school can provide support to enable the student to get to school.</p> <p>Tier 3 interventions and supports will include a home visit by the student's educational team to discuss the reason for the absences and create a plan with the family to enable the student to get to school regularly.</p>
Sept 15	Sept 15	Meet with attendance team to establish a meeting schedule for the year and discuss students who had attendance issues last year

Chronic Absenteeism or School-Selected Goal

September 15	September 22	Identify students who had difficulties with attendance in the 2019-2020 School year; contact these families and create support plans for them early in the school year before attendance becomes an issue
September 15	January 29	Meet with the attendance team weekly to discuss attendance issues. Reach out to families using parent liaison and social worker in an effort to support families in overcoming barriers before students miss too many days
September 15	October 30	Establish a safe and supportive culture that students want to be a part of; this includes implementation of Morning meetings, classroom peace circles, and other classroom based activities that support a culture that is safe and supportive.
September 9	January 29	Increase parent engagement through the use of classroom dojo, coffee hours, parent forums and other activities designed to engage families;
September 14		School administration will clearly communicate the importance of maintaining excellent school attendance by sending a letter home to parents including the criteria for missing school (fever/vomiting or diarrhea/ etc.)
September 14	Sept 18	Identify staff members who are willing to participate in “check and connect” with students who are demonstrating the potential for a tier 2 support;
September	January	Attendance team will meet weekly: <ul style="list-style-type: none"> ● run attendance reports ● review attendance reports ● identify students who fall into tiers 2 and 3 ● create a plan to support those students ● monitor the plans for tier 2 and 3 students weekly ● ensure that the plan is shared with the classroom teacher and any other adult connected to the student (favorite teacher/mentor/check-and-connect staff) ● Update resources and contact information ● involve older students in the planning so that they can have some accountability in the process ● Include updates on our percentages of chronic absenteeism during SBPT meetings. ● Include recognition of students who have perfect attendance during our monthly school gatherings (Carroll Conventions)

Chronic Absenteeism 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 or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (<i>replace with alternate data source if not using a CA goal</i>)			

Planning for January to June

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

Start	End	Action
January 5	January 5	Meet with attendance team and discuss students who are in danger of missing 18+ days; create intervention/support plans for these students; identify outside agencies that may need to provide additional support for these families; implement individualized plans for these students
Jan 12	Jan 12	Attendance team will meet to discuss the impact that interventions have had thus far on reducing our chronic absenteeism; we will review the effectiveness of our interventions and discuss if other interventions are required
January	June	Continue meeting with the attendance team to review attendance and reach out to families who are struggling.... Attendance team will meet weekly: <ul style="list-style-type: none"> ● run attendance reports ● review attendance reports ● identify students who fall into tiers 2 and 3 ● create a plan to support those students ● monitor the plans for tier 2 and 3 students weekly ● ensure that the plan is shared with the classroom teacher and any other adult connected to the student (favorite teacher/mentor/check-and-connect staff) ● Update resources and contact information ● involve older students in the planning so that they can have some accountability in the process ● Include updates on our percentages of chronic absenteeism during SBPT meetings.

Chronic Absenteeism or School-Selected Goal

		<ul style="list-style-type: none"> • Include recognition of students who have perfect attendance during our monthly school gatherings (Carroll Conventions)

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 may feel less connected to the school	Welcome back celebration assembly	September 11
Families may feel anxious returning to school	Reach out to families via phone and classroom dojo to communicate the safety protocols that will be in place when students return, as well as to answer any questions and address any concerns that parents may have about sending students back to school If we are on a modified schedule, a letter will be sent home to parents explaining how that will work and what they can expect regarding instruction and attendance	August 27-28 September 9 and ongoing

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)
Parents	Bullying of students at school or school events is a problem at this school	95% disagree 5% agree	85% disagree 15% agree

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
We do have some issues with bullying although it is rare; some students who have ACES and trauma struggle with developing appropriate pro social relationships.

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	September	Begin training on and implementation of Zones of Regulation and/or Peace Circles in all classrooms
September	January	Implementation of school-wide Carroll Conventions to build a peaceful and cohesive school community; expectations for behavior will be discussed and reinforced during these assemblies
September	January	Morning meetings built into schedules
September	January	Continue training on restorative practices and culturally responsive teaching
September	Januar	Principal's book of the month/ focus on SEL
September	January	Whole Child Health team meetings/ focus on building a peaceful and cohesive school community
September	January	Calming Corners; teach students how to use when they are feeling overwhelmed and need to take a break
January		Gather mid-year benchmark data from parents using survey questions
September	January	School communicates policies and curriculum to parents and gathers input from parents
September	January	Implementation of Peer Mediation

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
Parent Survey and Discipline Data	

Planning for January to June

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

Start	End	Action
January	June	Continue principal's book of the month, Carroll Conventions, and morning meetings;
January	June	Continue work with Roc Restorative PLC
January	June	Continue implementation of Zones of Regulation
January	June	Collect data using parent survey and SPA data for student referrals
January	June	Ongoing communication with parents on policies, procedures and expectations for behavior
January	June	Continue to develop student toolkits for self-regulation and coping
January	June	Continue peer mediation

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
Possible regression of social skills due to lack of interaction with peers	implementation of Zones of Regulation/ restorative practices/ peace circles/ morning meetings/	September - November

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).