



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
RCSD	52	Dr. Mary Ferguson	PreK - 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
<b>All Students</b>	2	2	2	na	3	2

**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	3	2		1	2

## Stakeholder Participation

### Background

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

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
4/30/20	X				X
5/19/20	X	X			
5/27/20	X	X	X	X	X
6/2/20	X	X	X	X	X
6/5/20	X	X	X	X	X
6/10/20	X	X	X	X	X
6/16/20	X	X	X	X	X
6/18/20	x	x	x	x	x
6/19/20	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

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

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

## 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 to obtain the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

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

Stakeholder Name	Role	Dates Involved <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>									
		4/30	5/19	5/27	6/2	6/4	6/5	6/10	6/16	6/18	6/19
Mary Ferguson	SBPT/ Principal	x	x	x	x	x	x	x	x	x	x
Amy Lyle	SBPT/ AP		x	x	x	x	x	x	x	x	x
Michelle Calogero	SPBT/S PED							x	x	x	x
Ana Milian-Holmes	SPBT/C RT					x		x	x	x	x
Lynell Wheeler	SPBT/C RT							x	x	x	x
Lauren Schallmo	SPBT/S PED							x	x	x	x
Alvin Simpson	SBPT/ TA							x	x	x	x
Lisa Stark	SPBT/ Parent										
Jen Vega	SPBT/ Parent										
Michael Conover	TOSA/ non SBPT				x	x	x				
Caston Binger	TOSA/ non SBPT				x	x	x			x	
Amy Schultheis	RTA							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 Community
SCEP Goal(s) this strategy will support	<ul style="list-style-type: none"> <li>Use academic discussion protocols (for both whole and small group) that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion) thereby, increasing ELA and Math scores by 10%</li> </ul>
	<ul style="list-style-type: none"> <li>Use sentence/language frames that embed academic language (vocabulary and syntax) to support writing and speaking thereby, increasing ELA and Math scores by 10%</li> </ul>

**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	

## Evidence-based Intervention

<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

**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 ( <i>CSI schools use "All Students"</i> )	June 2021 Goal	2018-19 ELA Academic Achievement Index
All	87.3 State set goal; 107.53 realistic goal.	102 20-21 PI based on NWEA Jan 20 data = 102.71
SWD	27.5	8.2

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?)
<b>Building Walkthroughs and Teacher Input indicated that School 52 students lack rich discussion</b> (Talk/discuss to build both conversational and academic language and knowledge). This is partly due to implementation of the Common Core Curriculum which was primarily whole group instruction delivered in a "sit and get" manner. <b>Hallmark #2</b>	NO - school wide and across the curriculum
<b>School 52 students lack Academic Vocabulary and Language:</b> Study a <b>small</b> set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge. <b>Hallmark # 4</b>	NO - school wide and across the curriculum

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
9/9/2020	6/24/2021	<ul style="list-style-type: none"> <li>● Use academic discussion protocols (for both whole and small group) that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)                             <ul style="list-style-type: none"> <li>○ <a href="#">Harvard Discussion Protocols</a></li> </ul> </li> <li>● Use sentence/language frames that embed academic language (vocabulary and syntax) to support writing and speaking                             <ul style="list-style-type: none"> <li>○ <a href="#">Accountable Talk</a></li> <li>○ <a href="#">Sentence Frames</a></li> </ul> </li> <li>● Professional Learning Community – job embedded implementation of discussion protocols                             <ul style="list-style-type: none"> <li>○ Grade level teams will determine when these cycle meetings will occur</li> </ul> </li> <li>● For each cycle weeks 1 through 4: teacher will lead professional development (voluntarily, outside of the school day) for 30 minutes</li> <li>● For week 5 of each cycle, a one hour PD (voluntary, outside of school hours) will be scheduled by SBPT for all teachers that</li> </ul>

ELA Goal

		choose to attend. This will determine the effectiveness of each protocol.
<b>9/8/2020</b>	9/8/2020	School wide focus of the use of academic discussion protocols will be shared with the entire staff. Examples will also be provided. Structure of the PLC will also be shared. Review historical data regarding student performance on ELA  -SAVVAS training linking My View Literacy with identified goals, if available and applicable
<b>9/9/2020</b>	10/16/2020	Administer NWEA - to obtain baseline data
<b>9/14/2020</b> <b>Cycle 1:</b> <u>Week 1</u>	9/18/2020	<b>Cycle 1: <u>Week 1</u></b> – New protocol introduction  PLC – Grade Level Teams (PD credit): “Think-Pair-Share” protocol expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?  <a href="#">think-pair-share</a> will be implemented building wide  Sentence Frame will be determined for each subject area.
<b>9/21/2020</b> <b>Cycle 1:</b> <u>Week 2</u>	9/25/2020	<b>Cycle 1: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..
<b>9/28/2020</b> <b>Cycle 1:</b> <u>Week 3</u>	10/1/2020	<b>Cycle 1: <u>Week 3</u></b> –Student Performance  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>10/5/2020</b> <b>Cycle 1:</b> <u>Week 4</u>	10/8/2020	<b>Cycle 1:-<u>Week 4</u></b> –Student Performance  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>10/9/2020</b> Superintendent’s Conference Day	10/9/2020	Superintendent’s Conference Day Behavioral Strategies & Communication Workshop - AM TENTATIVE - may be district driven
<b>10/9/2020</b> Superintendent’s Conference Day <b>Cycle 1:</b> <u>Week 5</u>	10/9/2020	<b><i>PM - Superintendent’s Conference Day OR during PLC/PD time</i></b>  <b>Cycle 1: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?

ELA Goal

		<p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>10/13/2020</b> <b>Cycle 2:</b> <u>Week 1</u></p>	10/16/2020	<p><b>Cycle 2:</b> New Protocol Introduction <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<p><b>10/19/2020</b> <b>Cycle 2:</b> <u>Week 2</u></p>	10/23/2020	<p><b>Cycle 2:</b> <u>Week 2</u> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<p><b>10/26/2020</b> <b>Cycle 2:</b> <u>Week 3</u></p>	10/30/2020	<p><b>Cycle 2:</b> <u>Week 3</u> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>11/2/2020</b> <b>Cycle 2:</b> <u>Week 4</u></p>	11/6/2020	<p><b>Cycle 2:</b>-<u>Week 4</u> –Student Performance</p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>11/3/2020</b> Superintendent's Conference Day</p>	11/3/2020	<p>Superintendent's Conference Day TENTATIVE AM: Sensory Processing &amp; Communication Workshop PM: Deep Data Dive using common assessments from the ELA and Math curriculum. Identify additional area of improvement and strategies to address.</p>
<p><b>11/9/2020</b> <b>Cycle 2:</b> <u>Week 5</u></p>	11/13/2020	<p><b>Cycle 2:</b> <u>Week 5</u> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>11/16/2020</b> <b>Cycle 3:</b> <u>Week 1</u></p>	11/20/2020	<p><b>Cycle 3:</b> New Protocol Introduction <u>Week 1</u> -</p>

ELA Goal

		<p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<p><b>11/23/2020</b>  <b>Cycle 3:</b>  <u>Week 2</u></p>	12/4/2020	<p><b>Cycle 3: <u>Week 2</u></b> - Teacher practice week.            Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<p><b>12/7/2020</b>  <b>Cycle 3:</b>  <u>Week 3</u></p>	12/11/2020	<p><b>Cycle 3: <u>Week 3</u></b> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>12/14/2020</b>  <b>Cycle 3:</b>  <u>Week 4</u></p>	12/18/2020	<p><b>Cycle 3: <u>Week 4</u></b>: -Student Performance</p> <p>Use data to determine if changes are necessary within the cycle.            Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>12/21/2020</b>  <b>Cycle 3:</b>  <u>Week 5</u></p>	12/23/2020	<p><b>Cycle 3: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>

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.

ELA Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.		
Assessment	January 2020 Performance <a href="#">NWEA ELA DATA Jan. 2020</a>	January 2021 Target
NWEA	<b><u>10% increase by June 2021</u></b>	5% increase
Kindergarten	26% at or above RIT score	31%
Grade 1	33% at or above RIT score	38%
Grade 2	49% at or above RIT score	54%
Grade 3	62% at or above RIT score	67%
Grade 4	41% at or above RIT score	46%
Grade 5	39% at or above RIT score	44%
Grade 6	37% at or above RIT score	41%
Schoolwide	Average 41% at or above RIT score	45%

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
1/4/2021 Cycle 4: <u>Week 1</u>	1/8/2021	<p><b>Cycle 4: New Protocol Introduction</b> <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
1/11/2021 Cycle 4: <u>Week 2</u>	1/15/2021	<p><b>Cycle 4: <u>Week 2</u> - Teacher practice week.</b> Teachers will work collaboratively to embed selected strategies into their lessons..</p>
1/19/2021 Cycle 4: <u>Week 3</u>	1/22/2020	<p><b>Cycle 4: <u>Week 3</u> –Student Performance</b></p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
1/25/2021 Cycle 4: <u>Week 4</u>	1/29/2021	<p><b>Cycle 4: <u>Week 4</u>: -Student Performance</b></p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>

ELA Goal

<p><b>2/1/2021</b> <b>Cycle 4:</b> <u>Week 5</u></p>	<p>2/5/2021</p>	<p><b>Cycle 4: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>2/8/2021</b> <b>Cycle 5:</b> <u>Week 1</u></p>	<p>2/12/2021</p>	<p><b>Cycle 5: New Protocol Introduction</b> <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<p><b>2/22/2021</b> <b>Cycle 5:</b> <u>Week 2</u></p>	<p>2/26/2021</p>	<p><b>Cycle 5: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<p><b>3/1/2021</b> <b>Cycle 5:</b> <u>Week 3</u></p>	<p>3/5/2021</p>	<p><b>Cycle5: <u>Week 3</u></b> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>3/8/2021</b> <b>Cycle 5:</b> <u>Week 4</u></p>	<p>3/12/2021</p>	<p><b>Cycle 5: <u>Week 4</u></b>: -Student Performance</p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>3/15/2021</b> <b>Cycle 5:</b> <u>Week 5</u></p>	<p>3/19/2021</p>	<p><b>Cycle 5: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>3/22/2021</b> <b>Cycle 6:</b> <u>Week 1</u></p>	<p>3/26/2021</p>	<p><b>Cycle 6: New Protocol Introduction</b> <u>Week 1</u> -</p>

ELA Goal

		<p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<b>4/5/2021</b> <b>Cycle 6:</b> <u>Week 2</u>	4/9/2021	<p><b>Cycle 6: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<b>4/12/2021</b> <b>Cycle 6:</b> <u>Week 3</u>	4/16/2021	<p><b>Cycle 6: <u>Week 3</u></b> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<b>4/19/2021</b> <b>NYS MATH</b> <b>Cycle 6:</b> <u>Week 4</u>	4/29/2021	<p><b>Cycle 6: <u>Week 4:</u></b> -Student Performance</p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<b>4/30/2021</b> Superintendent’s Conference Day <b>Cycle 6:</b> <u>Week 5</u>	4/30/2021	<p><b>Cycle 6: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<b>4/30/2021</b> Superintendent’s Conference Day	4/30/2021	<p>Review comprehensive data from the STUDENT TALK form as an entire staff. Determine next steps for 2021-2022</p>
<b>5/10/2021</b> <b>Cycle 7:</b> <u>Week 1</u>	5/14/2021	<p><b>Cycle 7:</b> New Protocol Introduction <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<b>5/17/2021</b>	6/11/2021	<b>Spring NWEA Administered</b>

ELA Goal

<b>5/17/2021</b> <b>Cycle 7:</b> <u>Week 2</u>	5/21/2021	<b>Cycle 7: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..
<b>5/24/2021</b> <b>Cycle 7:</b> <u>Week 3</u>	5/28/2021	<b>Cycle 7: <u>Week 3</u></b> –Student Performance  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>6/1/2021</b> <b>Cycle 7:</b> <u>Week 4</u>	6/4/2021	<b>Cycle 7: <u>Week 4:</u></b> -Student Performance  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>6/7/2021</b> <b>Cycle 7:</b> <u>Week 5</u>	6/11/2021	<b>Cycle 7: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?  -Form to be created on google to capture this information for additional discussion  Possible data collection form <a href="#">STUDENT TALK</a>
<b>6/14/2021</b>	6/25/2021	SBPT & Instructional Leadership Team to review 2020-2021 data; including whole staff recommendations from 4/30/2021. Create a written report to staff including results and next steps.
<b>6/14/2021</b>	6/25/2021	Review Building wide NWEA data
<b>6/14/2021</b>	6/25/2021	Create a written report to staff including results and next steps.

Addressing COVID-19 Related Challenges – ELA Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Possible regression of social skills due to lack of interaction with peers	<p>Spend time in community building session at teacher discretion to reestablish expectations for behavior and appropriate pro-social interactions</p> <p>-Utilize Sensory Walk</p>	September-October

## ELA Goal

	-Additional staff training regarding SEL	
Updated curricular maps to address the gap in formal instruction	Secure 2020-2021 curricular maps from District	ASAP

## MATH GOAL

Subgroup <i>(CSI schools use "All Students")</i>	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All</b>	89.2 - School 52 has already surpassed this in 18-19. Realistic goal 104.2 due to increase in special education students being tested	107.1  20-21 PI based on Jan 2020 NWEA data = 98.19
<b>SWD</b>	27.7	16.4

## 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?)
<b>Building Walkthroughs and Teacher Input indicated that School 52 students lack rich discussion</b> (Talk/discuss to build both conversational and academic language and knowledge). This is partly due to implementation of the Common Core Curriculum which was primarily whole group instruction delivered in a "sit and get" manner. <b>Hallmark #2</b>	NO - school wide and across the curriculum
<b>School 52 students lack Academic Vocabulary and Language:</b> Study a <b>small</b> set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge. <b>Hallmark # 4</b>	NO - school wide and across the curriculum

ELA Goal

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
9/9/2020	6/24/2021	<ul style="list-style-type: none"> <li>● Use academic discussion protocols (for both whole and small group) that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)                             <ul style="list-style-type: none"> <li>○ <a href="#">Harvard Discussion Protocols</a></li> </ul> </li> <li>● Use sentence/language frames that embed academic language (vocabulary and syntax) to support writing and speaking                             <ul style="list-style-type: none"> <li>○ <a href="#">Accountable Talk</a></li> <li>○ <a href="#">Sentence Frames</a></li> </ul> </li> <li>● Professional Learning Community – job embedded implementation of discussion protocols                             <ul style="list-style-type: none"> <li>○ Grade level teams will determine when these cycle meetings will occur</li> </ul> </li> <li>● For each cycle weeks 1 through 4: teacher will lead professional development (voluntarily, outside of the school day) for 30 minutes</li> <li>● For week 5 of each cycle a one hour PD will be scheduled by SBPT for all teachers that chose to attend. This will determine the effectiveness of each protocol.</li> </ul>
9/8/2020	9/8/2020	<p>School wide focus of the use of academic discussion protocols will be shared with the entire staff. Examples will also be provided. Structure of the PLC will also be shared.</p> <p>Review historical data regarding student performance on ELA</p> <p>-SAVVAS training linking My View Literacy with identified goals, if available and applicable</p>
9/9/2020	10/16/2020	Administer NWEA - to obtain baseline data
9/14/2020 Cycle 1: <u>Week 1</u>	9/18/2020	<p><b>Cycle 1: <u>Week 1</u></b> – New protocol introduction</p> <p>PLC – Grade Level Teams (PD credit): “Think-Pair-Share” protocol expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p><a href="#">think-pair-share</a> will be implemented building wide</p> <p>Sentence Frame will be determined for each subject area.</p>
9/21/2020 Cycle 1: <u>Week 2</u>	9/25/2020	<p><b>Cycle 1: <u>Week 2</u></b> - Teacher practice week.</p> <p>Teachers will work collaboratively to embed selected strategies into their lessons..</p>
9/28/2020 Cycle 1: <u>Week 3</u>	10/1/2020	<p><b>Cycle 1: <u>Week 3</u></b> –Student Performance</p>

ELA Goal

		Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>10/5/2020</b> <b>Cycle 1:</b> <u>Week 4</u>	10/8/2020	<b>Cycle 1:-<u>Week 4</u></b> –Student Performance  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>10/9/2020</b> Superintendent’s Conference Day	10/9/2020	Superintendent’s Conference Day Behavioral Strategies & Communication Workshop - AM TENTATIVE - may be district driven
<b>10/9/2020</b> Superintendent’s Conference Day <b>Cycle 1:</b> <u>Week 5</u>	10/9/2020	<b><u>PM - Superintendent’s Conference Day OR during PLC/PD time</u></b>  <b>Cycle 1: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?  -Form to be created on google to capture this information for additional discussion  Possible data collection form <a href="#">STUDENT TALK</a>
<b>10/13/2020</b> <b>Cycle 2:</b> <u>Week 1</u>	10/16/2020	<b>Cycle 2: New Protocol Introduction</b> <u>Week 1</u> -  PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?  Selected discussion protocol will be implemented.  Sentence Frame will be determined for each subject area.
<b>10/19/2020</b> <b>Cycle 2:</b> <u>Week 2</u>	10/23/2020	<b>Cycle 2: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..
<b>10/26/2020</b> <b>Cycle 2:</b> <u>Week 3</u>	10/30/2020	<b>Cycle 2: <u>Week 3</u></b> –Student Performance  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>11/2/2020</b> <b>Cycle 2:</b> <u>Week 4</u>	11/6/2020	<b>Cycle 2:-<u>Week 4</u></b> –Student Performance

ELA Goal

		Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>11/3/2020</b> Superintendent's Conference Day	11/3/2020	Superintendent's Conference Day TENTATIVE AM: Sensory Processing & Communication Workshop PM: Deep Data Dive using common assessments from the ELA and Math curriculum. Identify additional area of improvement and strategies to address.
<b>11/9/2020</b> <b>Cycle 2:</b> <u>Week 5</u>	11/13/2020	<b>Cycle 2: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?  -Form to be created on google to capture this information for additional discussion  Possible data collection form <a href="#">STUDENT TALK</a>
<b>11/23/2020</b> <b>Cycle 3:</b> <u>Week 2</u>	12/4/2020	<b>Cycle 3: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..
<b>12/7/2020</b> <b>Cycle 3:</b> <u>Week 3</u>	12/11/2020	<b>Cycle 3: <u>Week 3</u></b> –Student Performance  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>12/14/2020</b> <b>Cycle 3:</b> <u>Week 4</u>	12/18/2020	<b>Cycle 3:-<u>Week 4</u></b> –Student Performance  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>12/21/2020</b> <b>Cycle 3:</b> <u>Week 5</u>	2/23/2020	<b>Cycle 3: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?  -Form to be created on google to capture this information for additional discussion  Possible data collection form <a href="#">STUDENT TALK</a>

Mid-Year Benchmark

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

ELA Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.		
Assessment	January 2020 Performance <a href="#">NWEA MATH Jan 2020</a>	January 2021 Target
<b>NWEA</b>	<b>10% increase by June 2021</b>	5% increase
<b>Kindergarten</b>	46% at or above RIT score	51%
<b>Grade 1</b>	31% at or above RIT score	36%
<b>Grade 2</b>	56% at or above RIT score	61%
<b>Grade 3</b>	44% at or above RIT score	49%
<b>Grade 4</b>	34% at or above RIT score	39%
<b>Grade 5</b>	34% at or above RIT score	39%
<b>Grade 6</b>	29% at or above RIT score	34%
<b>Schoolwide Average</b>	39% at or above RIT score	44%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <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
<b>1/4/2021</b> <b>Cycle 4:</b> <u>Week 1</u>	1/8/2021	<b>Cycle 4: New Protocol Introduction</b> <u>Week 1</u> -  PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?  Selected discussion protocol will be implemented.  Sentence Frame will be determined for each subject area.
<b>1/11/2021</b> <b>Cycle 4:</b> <u>Week 2</u>	1/15/2021	<b>Cycle 4: <u>Week 2</u> - Teacher practice week.</b> Teachers will work collaboratively to embed selected strategies into their lessons..
<b>1/19/2021</b> <b>Cycle 4:</b> <u>Week 3</u>	1/22/2021	<b>Cycle 4: <u>Week 3</u> –Student Performance</b>  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>1/25/2021</b> <b>Cycle 4:</b> <u>Week 4</u>	1/29/2021	<b>Cycle 4: <u>Week 4</u>: -Student Performance</b>  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.

ELA Goal

<p><b>2/1/2021</b> <b>Cycle 4:</b> <u>Week 5</u></p>	<p>2/5/2021</p>	<p><b>Cycle 4: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>2/8/2021</b> <b>Cycle 5:</b> <u>Week 1</u></p>	<p>2/12/2021</p>	<p><b>Cycle 5: New Protocol Introduction</b> <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<p><b>2/22/2021</b> <b>Cycle 5:</b> <u>Week 2</u></p>	<p>2/26/2021</p>	<p><b>Cycle 5: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<p><b>3/1/2021</b> <b>Cycle 5:</b> <u>Week 3</u></p>	<p>3/5/2021</p>	<p><b>Cycle5: <u>Week 3</u></b> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>3/8/2021</b> <b>Cycle 5:</b> <u>Week 4</u></p>	<p>3/12/2021</p>	<p><b>Cycle 5: <u>Week 4</u></b>: -Student Performance</p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<p><b>3/15/2021</b> <b>Cycle 5:</b> <u>Week 5</u></p>	<p>3/19/2021</p>	<p><b>Cycle 5: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<p><b>3/22/2021</b> <b>Cycle 6:</b> <u>Week 1</u></p>	<p>3/26/2021</p>	<p><b>Cycle 6: New Protocol Introduction</b> <u>Week 1</u> -</p>

ELA Goal

		<p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<b>4/5/2021</b> <b>Cycle 6:</b> <u>Week 2</u>	4/9/2021	<p><b>Cycle 6: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..</p>
<b>4/12/2021</b> <b>Cycle 6:</b> <u>Week 3</u>	4/16/2021	<p><b>Cycle 6: <u>Week 3</u></b> –Student Performance</p> <p>Evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<b>4/19/2021</b> <b>NYS MATH</b> <b>Cycle 6:</b> <u>Week 4</u>	4/29/2021	<p><b>Cycle 6: <u>Week 4:</u></b> -Student Performance</p> <p>Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.</p>
<b>4/30/2021</b> Superintendent’s Conference Day <b>Cycle 6:</b> <u>Week 5</u>	4/30/2021	<p><b>Cycle 6: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?</p> <p>-Form to be created on google to capture this information for additional discussion</p> <p>Possible data collection form <a href="#">STUDENT TALK</a></p>
<b>4/30/2021</b> Superintendent’s Conference Day	4/30/2021	<p>Review comprehensive data from the STUDENT TALK form as an entire staff. Determine next steps for 2021-2022</p>
<b>5/10/2021</b> <b>Cycle 7:</b> <u>Week 1</u>	5/14/2021	<p><b>Cycle 7: New Protocol Introduction</b> <u>Week 1</u> -</p> <p>PLC – Grade Level Teams (PD credit): New discussion protocol focus will be selected. Expectations will be discussed. What does it look like? What does it sound like? What evidence will be collected for effective implementation?</p> <p>Selected discussion protocol will be implemented.</p> <p>Sentence Frame will be determined for each subject area.</p>
<b>5/17/2021</b>	6/11/2021	<b>Spring NWEA Administered</b>

ELA Goal

<b>5/17/2021</b> <b>Cycle 7:</b> <u>Week 2</u>	5/21/2021	<b>Cycle 7: <u>Week 2</u></b> - Teacher practice week. Teachers will work collaboratively to embed selected strategies into their lessons..
<b>5/24/2021</b> <b>Cycle 7:</b> <u>Week 3</u>	5/28/2021	<b>Cycle 7: <u>Week 3</u></b> –Student Performance  Evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>6/1/2021</b> <b>Cycle 7:</b> <u>Week 4</u>	6/4/2021	<b>Cycle 7: <u>Week 4:</u></b> -Student Performance  Use data to determine if changes are necessary within the cycle. Continue to evaluate student Use of the Sentence Frame with targeted academic vocabulary.
<b>6/7/2021</b> <b>Cycle 7:</b> <u>Week 5</u>	6/11/2021	<b>Cycle 7: <u>Week 5</u></b> - Protocol Effectiveness Discussion- Did the students use it effectively? Did they like the protocol? Other instances where the protocol could be effectively utilized? Times when the protocol is not effective? What works best for individual classrooms?  -Form to be created on google to capture this information for additional discussion  Possible data collection form <a href="#">STUDENT TALK</a>
<b>6/14/2021</b>	6/25/2021	SBPT & Instructional Leadership Team to review 2020-2021 data; including whole staff recommendations from 4/30/2021. Create a written report to staff including results and next steps.
<b>6/14/2021</b>	6/25/2021	Review Building wide NWEA data
<b>6/14/2021</b>	6/25/2021	Create a written report to staff including results and next steps.

Addressing COVID-19 Related Challenges – MATH Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Possible regression of social skills due to lack of interaction with peers	<p>Spend time in community building session at teacher discretion to reestablish expectations for behavior and appropriate pro-social interactions</p> <ul style="list-style-type: none"> <li>-Utilize Sensory Walk</li> <li>-Additional staff training regarding SEL</li> </ul>	September-October

## ELA Goal

Updated curricular maps to address the gap in formal instruction	Secure 2020-2021 curricular maps from District	ASAP
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ELP or School-Selected Goal

ELP or **School-Selected Goal-not enough scores for ELP ratio**

<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)
<b>SBPT will create and implement a structure for Special Education instruction that includes co-planning expectations, scheduling of services and the utilization of staff to maximize services and supports for all students in compliance with mandates.</b>	
<b>School #52 has met the SWD performance goal for 2018-2019. We will need to meet the goal for a second year in order to return to Good Standing Status.</b>	

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?)
<b>Based on administrator observations and DTSE comments, there is not enough co-planning and individualized instructional development to meet the needs of all SWDs.</b>	SWD grades 3-6

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
9/8/2020	9/8/2020	<b>SBPT will outline the expectation that Special Education Teachers and Special Education Teacher’s Assistants are included in the planning of all CORE subject instruction in collaboration with General Education teachers in support of each student’s IEP programming.</b>
6/5/2020	6/24/2021	<b>SBPT in collaboration with the school registrar and special education staff, will create a master schedule that maximizes the instructional time of Special Education Teachers and Special Education Teacher’s Assistants. Special Education staff should will be included in the scheduling of flexible student groupings.</b>

ELP or School-Selected Goal

9/8/2020	6/24/2021	Lessons will focus on skill recovery with a continual re-emphasis on grade-level instruction. Grade level instruction will be based on the scope and sequence provided by subject area directors.
9/8/2020	6/24/2021	In order to maintain consistency, strategic pacing of both the ELA and math curriculum for each grade level is a priority. Grade-level content needs to take place while weaving in previous grade-level content.
9/8/2020	6/24/2021	Making sure that Instruction in the classrooms moves all students concurrently through the grade appropriate learning. Teachers provide direct, explicit instruction to all students (whole group) during a mini-lesson followed by a gradual release. Use scaffolds to support all learners. Daily learning targets are unpacked, explored, and assessed with all students.
9/8/2020	6/24/2021	Using the district's 2020-2021, strategic pacing charts, grade appropriate learning can be sequenced and monitored during the year.

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.		
<b>Data Source</b>	<b>January 2020 Results</b>	<b>January 2021 Target</b>
Walkthroughs	Co-planning sporadically occurs.	Co-planning will occur 80% of the time.

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>		
<b>Start</b>	<b>End</b>	<b>Action</b>
9/8/2020	6/24/2021	Lessons will focus on skill recovery with a continual re-emphasis on grade-level instruction. Grade level instruction will be based on the scope and sequence provided by subject area directors.

ELP or School-Selected Goal

9/8/2020	6/24/2021	In order to maintain consistency, strategic pacing of both the ELA and math curriculum for each grade level is a priority. Grade-level content needs to take place while weaving in previous grade-level content.
9/8/2020	6/24/2021	<p>Making sure that Instruction in the classrooms moves all students concurrently through the grade appropriate learning.</p> <p>Teachers provide direct, explicit instruction to all students (whole group) during a mini-lesson followed by a gradual release. Use scaffolds to support all learners.</p> <p>Daily learning targets are unpacked, explored, and assessed with all students.</p>
9/8/2020	6/24/2021	Using the district's 2020-2021, strategic pacing charts, grade appropriate learning can be sequenced and monitored during the year.

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
None identified.	Co-planning can occur electronically. (TAs must provide their own devices).	

## 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	19.4	22.6
SWD	20.8	25.9

### 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?)
Students lack transportation to come to school when they miss the bus.	NO
A review of the data shows that a significant number of our chronic absentees are either homeless or involved with CPS.	
A review of data showed that the siblings of students who are chronically absent are more likely to have poor attendance.	
A review of data showed that several of our chronic absentees are frequently students from families where the home language is other than English.	

### 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
8/1/2020	8/15/2020	<p>School leaders will review 2019-20 attendance data to develop four lists:</p> <ol style="list-style-type: none"> <li>1) returning students who were severely chronically (absent 20%) in 2019-20 will be given Tier 3 supports at the start of the school year.</li> <li>2) incoming students who are siblings of those who were chronically absent in 2019-20 will be given Tier 2 supports at the start of the school year.</li> <li>3) returning students who missed between 10 and 19.9 days (chronically absent) in 2019-20 will be given Tier 2 supports at the start of the school year.</li> <li>4) Returning scholars who were SCA or CA will be contacted in coordination with the translator services provided at the District level to outreach to families of students with a history of chronic absenteeism or SCA and have a home language other than English. They will be given Tier 3 supports at the start of the school year.</li> </ol> <p>2) incoming students who are siblings of those who were chronically absent in 2019-20 will be given Tier 2 supports at the start of the school year.</p> <p>3) returning students who missed between 10 and 19.9 days</p>

Chronic Absenteeism or School-Selected Goal

		<p>(chronically absent) in 2019-20 will be given Tier 2 supports at the start of the school year.</p> <p>4) Returning students who were SCA or CA will be contacted in coordination with the translator services provided at the District level to outreach to families/scholars with a history of chronic absenteeism or SCA and have a home language other than English.</p>
8/1/19	8/22/20	<p>School leaders will work toward developing Tier 1, 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor.</p> <p>Tier 2 supports will involve communicating to the assigned teacher that the child 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 potentially have negatively affect the child's attendance.</p> <p>For Tier 1 absences, the Clerk will make daily outreach when a student is absent. There will be weekly Attendance Team meetings to monitor progress.</p>
9/8/20	9/8/20	<p>Tier 1 supports will be explained school wide - Perfect Attendance Ribbon on classroom door to symbolize perfect attendance each time it occurs; COMING TO SCHOOL IS COOL</p>
<b>Opening Packet to parents</b>	Robo call reminders	<p>School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. Scholars will create posters to display throughout the school emphasizing the importance of regular school attendance and the theme, "School is Cool."</p>
9/8/20	1/21	<p>Support staff will meet daily with student receiving tier 3 support to check-in and encourage regular school attendance. support staff will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day.</p> <p>Attendance team will review school wide attendance referral document and update if necessary. This document will be shared with staff.</p>
9/8/20	1/21	<p>The attendance committee will conduct its weekly meetings.</p> <p>Run attendance reports</p> <p>Review attendance reports</p> <p>Check to see if contact has been made for students missing more than 3 days</p> <p>If contact has not been made, attendance team members are asked to make contact</p> <p>Attendance team members will maintain communication with and support for struggling families.</p> <p>Team will update resource list and possible agency contacts</p>

Chronic Absenteeism or School-Selected Goal

9/8/20	1/21	<p>Names of students with 95 % or higher attendance are added to the Attendance Honor Roll Wall.                      Students who make the Attendance Honor Roll will also receive a recognition Robo Call.                      Students with 95% or higher attendance receive a certificate</p> <p>The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.                      Monthly SBPT, will include attendance updates at each meeting                      Freddie the Attendance Frog will come to school during each marking period and visit students at the Bus Loop and Pep Rallies. Clips promoting positive attendance will be shown at assemblies.</p> <p>Teachers will share attendance at Parent Teacher Conference for each student that identifies:                      1) Number of days absent for scholar                      2) Average number of days absent for the class.</p>
9/9/2020	6/24/2021	<p>The attendance committee will conduct its weekly meetings and review data sheets from mentors.                      There will be review of the attendance for all scholars and flexibility to move scholars into and out of Tier 2 and Tier 3 supports.</p>
9/9/2020	6/24/2021	<p>Daily wake up calls via robo call system to ensure that chronically absent students are able to catch the bus.</p>
9/9/2020	6/24/2021	<p>Meet with individual families to work collaboratively to identify barriers and to address them.</p>
9/9/2020	6/24/2021	<p>School 52 will continue to have earned dress down days for attendance.</p>

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>			
<b>Data Source</b>	<b>Subgroup</b> (CSI use "All Students")	<b>January 2020 Results</b>	<b>January 2021 Target</b>

### Chronic Absenteeism or School-Selected Goal

% of students with 9 or more absences <i>(replace with alternate data source if not using a CA goal)</i>		
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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 <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
9/9/2020	6/24/2021	The attendance committee will conduct its weekly meetings and review data sheets from mentors. There will be review of the attendance for all scholars and flexibility to move scholars into and out of Tier 2 and Tier 3 supports.
9/9/2020	6/24/2021	Daily wake up calls via robo call system to ensure that chronically absent students are able to catch the bus.
9/9/2020	6/24/2021	Meet with individual families to work collaboratively to identify barriers and to address them.
9/9/2020	6/24/2021	School 52 will continue to have earned dress down days for attendance.

#### Addressing COVID-19 Related Challenges – ATTENDANCE 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>
Possible regression of social skills due to lack of interaction with peers	Spend time in community building session at teacher discretion to reestablish expectations for behavior and appropriate pro-social interactions  -Utilize Sensory Walk  -Additional staff training regarding SEL	September-October

#### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Parents	This school provides quality services to help students with social and emotional needs.		RESULTS FROM 2019 Strongly Agree 14% Agree 42% Disagree 14%

Chronic Absenteeism or School-Selected Goal

			Strongly Disagree 14% Don't know 14%
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Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
<b>The school believes that we readily respond to students in crisis that we are aware of , but need to more readily share all community resources that are available with our families.</b>

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
Aug 1, 2020		SBPT in tandem with School Social Worker will develop/refine a pamphlet that identifies all of the social/emotional supports that are currently in place at the school.
Sept 1, 2020		This will be shared with parents as part of the opening of school packet.
Sept 1, 2020		The SBPT will meet and discuss ways to provide additional support for students
Sept 1, 2020		The Leadership Team and one SBPT teacher representative will meet monthly with the PTO to share the concerns of the survey and work to develop additional areas for social/emotional support

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
<b>Another survey will be sent to parents and the question will be asked</b>	Strongly Agree 14% Agree 71% Disagree 5%

Chronic Absenteeism or School-Selected Goal

<b>again. Discipline data will be reviewed.</b>	Strongly Disagree 5% Don't know 5%
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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 <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
Jan 2020	June 2020	SBPT will continue to support the rollout of PBIS and PIRI as research-based practices that are aligned with the school's vision and mission.
Jan 2020	June 2020	SBPT will continue to support the rollout of PBIS and PIRI as research-based practices that are aligned with the school's vision and mission.
Jan 2020	June 2020	Classroom teachers will utilize the Principal's Book of the Month text to further teach/address student's social-emotional learning.

Addressing COVID-19 Related Challenges – SURVEY 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>
Possible regression of social skills due to lack of interaction with peers	Spend time in community building session at teacher discretion to reestablish expectations for behavior and appropriate pro-social interactions  -Utilize Sensory Walk  -Additional staff training regarding SEL	September-October

## 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](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).