

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

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. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. The SCEP contains at least one evidence-based intervention.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

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:

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

- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

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.

x	State-Supported		
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Strategy the school will implement:</td> <td style="padding: 5px; text-align: center;">Professional Learning Communities</td> </tr> </table>	Strategy the school will implement:	Professional Learning Communities
Strategy the school will implement:	Professional Learning Communities		

	Clearinghouse-Identified						
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">Strategy the school will implement:</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Clearinghouse</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Rating from Clearinghouse</td> <td style="padding: 5px;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

	School-Identified	
	If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: 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 "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
U. Mehta	Principal/SBPT
D. St. Louis	Assistant Principal
J. Toates	Teacher/SBPT
J.Geglia	Teacher/SBPT
L. Englert	Teacher/SBPT
D. Hanselman	Teacher/SBPT
R. Holland	Coach/SBPT
J. Fleming	Home School Assistant/SBPT
L. Scott	PTSO
A.Mouzon	PTSO
A. Pressley	PTSO
J. Freeman	Student council
A. Mitchell	Student council
K. Hardaway	Department Head
R. Koc	Department Head
D. Bonnell	Department Head
M. Weimer	Department Head

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	10/12, 12/4, 1/8, 1/25, 2/5, 3/1, 3/12, 4/9, 4/22, 4/29, 5/1, 5/14, 5/17	UM,DS,JT,JG,LE,DH,RH,JF,LS,AM,AP,JF,AM,K H,RK,DB,MW	

Determining priorities and goals based on the needs identified	10/12, 12/4, 1/8, 1/25, 2/5, 3/1, 3/12, 4/9, 4/22, 4/29, 5/1, 5/14, 5/17	UM,DS,JT,JG,LE,DH,RH,JF,LS,AM,AP,JF,AM,K H,RK,DB,MW	
Identifying an evidence-based intervention	5/14, 5/15	UM,DS,JT,JG,LE,DH,RH,JF, KH,RK,DB,MW	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	10/12, 12/4, 1/8, 1/25, 2/5, 3/1, 3/12, 4/9, 4/22, 4/29, 5/1, 5/14, 5/17	UM,DS,JT,JG,LE,DH,RH,JF,LS,AM,AP,JF,AM,K H,RK,DB,MW	
Identifying a plan to communicate the priorities to different stakeholders	10/12, 12/4, 1/8, 1/25, 2/5, 3/1, 3/12, 4/9, 4/22, 4/29, 5/1, 5/14, 5/17	UM,DS,JT,JG,LE,DH,RH,JF,LS,AM,AP,JF,AM,K H,RK,DB,MW	

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

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	

Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:			All Students- 82.1
A2. 5-Year Graduation Rate Baseline Data:			All Students- 75
A3. 6-Year Graduation Rate Baseline Data:			All Students- 88.9
<i>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</i>			
B1. 4-Year Graduation Rate SCEP Goal			All Students- 83.3 *NYS 2019-20 STATE MIP GOAL
B2. 5-Year Graduation Rate SCEP Goal			All Students- 88.1
B3. 6-Year Graduation Rate SCEP Goal			All Students- 91.9 *NYS Exceed Long Term Goal
<i>TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>			
C1. Area(s) of Need: Indicate the area(s) of		Based on school's accountability data points and staff feedback, there is a need to increase our graduation rate.	
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September	January	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.	
September	January	Teachers will create student academic plans every marking period for scholars not meeting academic expectations.	
September	January	Counselors and intervention team will identify scholars and provide mentoring to keep scholars on track for graduation.	
September	January	Counselors and Intervention Specialist will identify scholars eligible for learning and credit recovery each marking period to earn credits necessary for graduation.	
September	January	School leaders will provide extended day opportunities for scholars to prepare for Regents' exams including extended learning and recess learning opportunities.	
September	January	School leaders in collaboration with school-based planning team will develop a professional development/collaborative time calendar for teachers to learn and share best practices and skills that improve Regents' exam readiness and social-emotional health through differentiation.	
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to		Counselors and intervention team will review student achievement and attendance data. They will make necessary adjustments in collaboration with school administrators.	
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	

January	June	Teachers will continue to analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
January	June	Teachers will continue to create student academic plans every marking period for scholars not meeting academic expectations.
January	June	Counselors and intervention team will provide mentoring to scholars on pace to graduate who require additional academic support.
January	June	Counselors and Intervention Specialist will identify scholars eligible for learning and credit recovery each marking period to earn credits necessary for graduation.
January	June	Counselors send home individualized letters promoting extended learning opportunities to seniors in danger of not meeting the requirements for graduation.
January	June	School leaders will continue to provide extended day opportunities for scholars to prepare for Regents' exams including extended learning and recess learning opportunities.

ELA and Math

A1. ELA Baseline Data:	All Students- 119.4
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A2. Math Baseline Data:	All Students- 76.4
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TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup

B1. ELA SCEP Goal	All Students-143.4
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B2. Math SCEP Goal	All Students- 120.8
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TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on school's accountability data points and staff feedback, there is a need for ELA and Math to utilize strategies that improve Regents' exam scores.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goals: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
September	January	Teachers will participate in curriculum vertical alignment that adequately prepares scholars for skills necessary to be successful on Regents' exams.
September	January	Teachers will follow RECIHS curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
August	September	Department leaders will identify 2 strategies from REC curriculum library that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
August	September	Teachers will align their classroom assessment with Regents format and will incorporate targeted pedagogical Regents preparation strategies as identified in RECIHS curriculum.
September	January	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.
September	January	School leaders will conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward Math and ELA Regents readiness skills.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	School will review student academic plans, report card data, and January Regent's results from scholars currently enrolled in courses first semester.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
January	June	Teachers will continue to follow RECIHS curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
January	June	Teachers will continue to align their classroom assessment with Regents format and will incorporate targeted pedagogical Regents preparation strategies as identified in RECIHS.
January	June	Teachers will continue to analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 5 weeks.

January	June	Teachers will continue to use those two identified strategies from REC curriculum library that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
January	June	School leaders will continue to conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward Math and ELA Regents' readiness skills.

Survey

A1. Survey Question: Provide the survey			My teachers praise me when I work hard in school.
A2: Baseline Data: Provide the most recent			SA: 9%, A: 58%, D: 29%, SD: 1%
B1. SCEP Goal for Survey Question			All staff will understand what actionable feedback is and how it can have a positive impact on students.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP			Based on our School Climate Survey Report, 30% of scholars surveyed disagreed or strongly disagreed that teachers praise them for hard work indicating there is a need to improve meaningful praise in our classrooms.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
August	September	Provide professional development on what actionable feedback looks like and how it can be used in the classroom setting.	
September	January	Staff's lesson planning will use feedback strategies that results in quality student work.	
September	January	Staff will utilize opportunities to provide individualized praise to students.	
E1. Mid-Year Benchmark(s) - Identify what			Conduct a mini survey again and compare results. Strongly agree data should increase; disagree data should decrease.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
January	June	Using student work, teachers will evaluate if actionable feedback has improved quality of work.	
January	June	Staff's lesson planning will continue to use and reflect feedback strategies that result in quality student work.	
January	June	Staff will continue to utilize opportunities to provide individualized praise to students.	

College, Career, and Civic Readiness or School-Selected Indicator

A1. College, Career, and Civic Readiness or All Students- 94.8

B1. SCEP Goal for College, Career, and Civic All Students- 100.7

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Based on school's accountability data points and high school and college transcripts, there is a need to increase students' success in college courses.

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August	September	Selected group of teachers will review and revise the curriculum for College Strategies and College Reading courses to make it more meaningful and engaging for scholars as needed.
September	January	School leaders will ensure the implementation of College Strategies and College Reading curriculum through classroom walkthroughs and observations.
September	January	School leaders and department liasons will ensure the implementation of RECIHS curriculum that is vertically aligned and promotes college and career readiness through classroom walkthroughs and observations.
September	January	Teachers teaching College Strategies and College Reading will provide individualized and tiered support to scholars as needed. They will contact school counselor if further assistance is needed.
September	January	Counselors will provide college enrollment data to teachers in College Reading and College Strategies classes for Fall 2019. They will monitor student progress in college courses every month. If a scholar is struggling in their college course, they will collaborate with students, families and college support services to provide academic intervention.

E1. Mid-Year Benchmark(s) - Identify what School will review high school and college data to evaluate impact of College Strategies and College Reading courses on student success.

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	June	School leaders will continue to ensure the implementation of College Strategies and College Reading curriculum through classroom walkthroughs and observations.
January	June	School leaders and department liasons will continue to ensure the implementation of RECIHS curriculum that is vertically aligned and promotes college and career readiness through classroom walkthroughs and observations.
January	June	Teachers teaching College Strategies and College Reading courses will continue to provide documented individualized and tiered support to scholars taking college course and inform their child's counselor if further assistance is needed.
January	June	Counselors will provide college enrollment data to teachers in College Reading and College Strategies classes for Spring 2020. They will monitor student progress in college courses every month. If a scholar is struggling in their college course, they will collaborate with students, families and college support services to provide academic intervention.

English Language Proficiency or School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data			All Students- 1.2 *Need School Selected Goal
B1. SCEP Goal for English Language			Students should continue with their state-mandated time with ESOL teachers.
C1. Area(s) of Need: Indicate the area(s) of			Based on school's accountability data, there is a need to continue providing individualized and targeted ESOL support to maintain growth.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September	January	Review academic plans for all returning scholars to our ESOL program and update (ELL).	
September	January	Identify any ESOL students who may need an academic plan (ELL).	
September	January	Using student academic plan and report card data, create academic plan for any ESOL student in need of academic support (ELL).	
E1. Mid-Year Benchmark(s) - Identify what			NYSESLAT testing data will indicate growth of scholars receiving ESOL services.
F1. Action Plan - January 2020 through June 2020			
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	
January	June	ESOL teachers will continue to monitor, evaluate, and modify academic plans for all scholars receiving ESOL services (ELL).	
January	June	ESOL teachers and counselors ensure that students demonstrate intended growth and can have ESOL services removed from transcripts in a timely manner.	

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	All Students- 49.5% SWD- 44.1% ELL- 31.7%
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B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	All Students- 46.5% SWD- 42% ELL- 30.1% *NYS 2021-22 STATE LEVEL MIP
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Based on school's accountability data points and staff feedback, there is a need for the intervention team to focus on students' social/emotional needs that improve attendance and student achievement.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August	September	The chairperson of the attendance team in collaboration with the home school assistant will develop a google document for staff members to communicate and address attendance needs and concerns with the attendance team.
September	January	Classroom teachers will document home contact in attend actions when a scholar misses 3 days of class.
September	January	Classroom teachers will e-mail names of scholars with attendance concerns or unsuccessful home contacts to our home school assistant.
September	January	Attendance team will review attendance data weekly and provide individualized and targeted interventions/supports to address absenteeism.
September	January	Attendance team and home school assistance will collaborate with families in the development of individualized support plans.
September	January	Attendance team will conduct attendance blitz by making home visits every semester.
September	January	Attendance team in collaboration with Intervention Specialists will create support plans for identified 15% of scholars with highest needs. This plan will be monitored and adjusted biweekly.

E1. Mid-Year Benchmark(s) - Identify what	Student absenteeism data and Home School Assistant home visit data will be assessed in January.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	June	Classroom teachers will continue to document home contact in attend actions when a scholar misses 3 days of class.
January	June	Classroom teachers will continue to e-mail names of scholars with attendance concerns or unsuccessful home contacts with our home school assistant.
January	June	Attendance team will continue to review attendance data weekly and provide individualized and targeted interventions/supports to address absenteeism.
January	June	Attendance team and home school assistance will continue to collaborate with families in the development of individualized support plans.
January	June	Attendance team will conduct second attendance blitz by making home visits.

January	June	Attendance team in collaboration with Intervention Specialists will continue to monitor and adjust support plans of identified students biweekly.
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