



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Green Island UFSD	Heatly School	Jodi Mazzeo	PreK-12

Accountability Data

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	1	1	NA	1	1

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

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

## 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			
5/4/20	X	X			
6/1/20	X	X			
6/8/20	X		X		
6/15/20				X	X
7/13/20				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	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									
		5/4	6/1	6/8	6/15						
Matthew Manning	7-12 Social Studies Teacher	X	X	X	X						
Patience Gully	7-12 Special Education Teacher		X	X	X						
Jason Goldstein	7-12 Math Teacher	X	X	X	X						
Geoff Miller	Technology Coordinator	X	X	X	X						
David Barr	HS Student		X	X							
Kaitlin Barrett	HS Student			X							
Carrie Becker	Parent			X							
Aiden Diaz	HS Student			X	X						
Kendell Hardy	Social Worker	X	X								
Carol A. Della Rocca	Kindergarten Teacher	X	X	X	X						
Jodi Mazzeo	7-12 Principal	X	X	X	X						
Tara Canniff	Elementary Special Education Teacher			X	X						
Dana Zeppieri	School Counselor	X	X	X	X						
Stephanie Bouchey	AIS Teacher	X	X	X	X						
Tiffany Dzembo	Director of Curriculum	X	X	X	X						
Nicole Littlejohn	Writing Specialist	X	X	X	X						
Erin Peteani	Pk-6 Principal	X	X	X	X						

Stakeholder Involvement Signature Page

<b>McKenzie Schmidt</b>	HS Student	x		x								
<b>Zachary Snyder</b>	HS Business Teacher		x	x								
<b>Tina Cesare</b>	Parent			x	x							
<b>Carla Diaz</b>	Parent			x								
<b>Kimberly Ross</b>	Superintendent			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:

<b>Strategy Identified</b>	<b>Instructional Coaching</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA & Math Goals

**Clearinghouse-Identified**

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

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

Evidence-based Intervention

**School-Identified**

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

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



## ELA Goal

### ELA Goal

Subgroup ( <i>CSI schools use "All Students"</i> )	June 2021 Goal	2018-19 ELA Academic Achievement Index
<b>All Students</b>	By June 2021, our ELA Weighted Academic Achievement Index will be 79.5 (the school MIP for 20-21).	76.1

### 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>Our K-8 ELA curriculum is not yet vertically aligned and inconsistently based on the Next Generation Learning Standards.</b>	No.
<b>Some of our teachers have not had proper training in the programs they are using.</b>	K-2.
<b>Most teachers have difficulty using the benchmark data to inform instruction because this is a new direction for the school. Training is just beginning to happen and expectations are being put into place.</b>	No.
<b>Writing expectations and practices have not been implemented consistently and with fidelity. As a result, data indicates our students consistently struggling with comprehension.</b>	K-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
7/1/20	8/31/20	Teachers in grades K-6 will meet with the instructional coach to come to consensus on the vertical alignment of the NYS Next Generation Standards in the School ELA Standards Document. This will serve as a framework for future curriculum building.
<b>7/1/20</b>	8/31/20	Teachers in grades 7 and 8 ELA will meet with the instructional coach to attend an overview workshop of the standards based curriculum development process and will learn how to use the R.E.A.L. process for determining priority standards. This is the first step in working towards a standards based curriculum that is vertically aligned.
<b>7/1/20</b>	8/31/20	Teachers in grades 7 & 8 will meet with the instructional coach to prioritize standards over the course of two sessions.
8/1/20	8/31/20	Teachers in grades K-2 not yet trained in Foundations will attend workshops offered by Capital Region BOCES.
8/1/20	8/31/20	The Curriculum Director and Principal will create a calendar of monthly department meetings for grades K-12 that will be held during the day. Teachers in grades K-6 will be given release time and provided with a

ELA Goal

		substitute if needed to attend. These meetings will focus on an individual content area and rotate through the year. Teachers in grades 7-12 will meet during a common planning period or be provided with coverage for a class in order to attend the appropriate department meeting. The instructional coach working with the grade levels present will attend when available. During these meetings, teachers will work with school leaders to make data-informed decisions regarding current lessons/units, and troubleshoot instructional challenges they are encountering.
8/1/20	8/31/20	The MTSS/RTI Coordinator will develop benchmark assessments for grades K-8 utilizing the priority standards in the ELA curriculum (developed by the teachers). These will be given as a pre-assessment during the first week of school.
<b>8/1/20</b>	8/31/20	The Writing Specialist, Principal, and Curriculum Director will review the writing expectations and practices, and make any revisions necessary. These will be shared electronically with faculty as soon as possible.
8/1/20	8/31/20	School leaders, in collaboration with instructional coaches, will create a form to be use during Data Dialogues.
8/1/20	9/15/20	School leaders and the instructional coaches will create topics of focus for ELA monthly visitations.
9/1/20	10/30/20	The MTSS/RTI Coordinator will give faculty a refresher on how the NWEA tests are created, review their importance of the NWEA MAP benchmark data and share a plan for using this data to inform instruction (as informed by this plan).
<b>9/1/20</b>	9/10/20	At one of the Opening Superintendent's Conference Days, the Writing Specialist, Principal, and Curriculum Director will review the revised writing expectations and practices with faculty.
9/8/20	9/14/20	ELA Teachers in grades K-8 will administer the school-developed benchmark assessment as a pre-test.
9/1/20	10/1/20	The Principal will collaborate with the Instructional Coaches in order to create a weekly calendar for ELA teachers to meet with the coaches on a regular basis. At these meetings, the instructional coaches will give the teachers an instructional strategy to try and guide the teachers in using data to drive instruction. Once a month the coaches will visit the classrooms to give feedback on the topic of focus for the month.
8/24/20	9/24/20	The Fall NWEA MAP Assessments will be administered to all students in grades K-10.
8/24/20	9/24/20	The Fall Fountas & Pinnell Benchmark Assessments will be administered to all students in grades K-6, including the writing part of the assessment.
9/25/20	10/19/2020	ELA Teachers in Grades K-10 will take part in data dialogues using the new benchmark data. These will be led by our instructional coaches and school leaders. Teachers will leave with specific recommendations for groupings, standards to focus on in instruction by group or by student, and general instructional strategies. Teachers will be given release time if needed to attend.
10/1/20	12/31/20	The Curriculum Director and Principal will host monthly department meetings, per the calendar disseminated, that will provide teachers with

## ELA Goal

		the opportunity to review instructional data, troubleshoot instructional problems, and plan for upcoming units/lessons.
9/1/20	12/31/20	The instructional coaches will meet weekly with ELA Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Instructional coaches will also provide support in implementing the new writing expectations and practices. Once a month, the coaches will visit the ELA classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies.
10/1/2020	12/31/2020	As part of the professional development calendar, teachers will receive training on how to access the NWEA MAP Growth reports. School leaders will also ask teachers with exemplary instructional practices to lead a session for their peers on those practices that tie to key initiatives in ELA.
9/1/20	12/31/20	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.
<b>9/1/20</b>	12/31/20	The Curriculum Director and Principal will collaborate with the Instructional Coach to prioritize the K-6 ELA standards for each area of ELA standards. This will be accomplished through monthly early release days and at curriculum meetings.
<b>9/1/20</b>	12/31/20	The Curriculum Director and Principal will collaborate with the Instructional Coach to sequence the ELA Next Generation Standards in grades 7 and 8. This will be accomplished through monthly early release days and at curriculum meetings.

### Mid-Year Benchmark

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

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

Assessment	January 2020 Performance *Percentage Scoring at or above Norm Grade Level Mean RIT	January 2021 Target *Percentage Scoring at or above Norm Grade Level Mean RIT
NWEA K-2 MAP Growth	16%	21%
NWEA 2-5 MAP Growth	47%	52%
NWEA 6+ MAP Growth	27%	32%

### 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)*

## ELA Goal

Start	End	Action
1/1/21	2/4/21	The Winter NWEA MAP Assessments will be administered to all students in grades K-10, including the writing part of the assessment.
1/1/21	2/4/21	The Winter Fountas & Pinnell Benchmark Assessments will be administered to all students in grades K-6.
1/1/21	5/30/21	The instructional coaches will meet weekly with ELA Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Instructional coaches will also provide support in implementing the new writing expectations and practices. Once a month, the coaches will visit the ELA classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies.
2/5/21	2/5/21	School leaders, instructional coaches, and teachers will meet for the winter data dialogue meetings. Release time will be provided to teachers if needed. Teachers will leave with specific recommendations for groupings, standards to focus on in instruction by group or by student, and general instructional strategies. Teachers will be given release time if needed to attend.
1/1/21	6/30/21	The Curriculum Director and Principal will host monthly department meetings, per the calendar disseminated in September, that will provide teachers with the opportunity to review instructional data, troubleshoot instructional problems, and plan for upcoming units/lessons.
5/10/21	6/4/21	The Spring NWEA ELA Growth assessments will be administered.
5/10/21	6/4/21	The Spring Fountas & Pinnell Benchmark Assessments will be administered, including the writing part of the assessment.
6/25/21	6/25/21	Teachers will meet for the end of the year data dialogue meeting in order to evaluate student progress throughout the year and pass on information to the following year's teachers of each class/group.
1/1/21	6/30/21	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.
<b>1/1/20</b>	6/30/20	The Instructional Coach, in collaboration with the Principal and Curriculum Director, will help K-6 ELA teachers to adjust current ELA units to the standards document created earlier in the year. This will be accomplished through monthly early release days and at curriculum meetings.
<b>1/1/21</b>	6/30/21	The Instructional Coach, in collaboration with the Principal and Curriculum Director, will help 7/8 ELA teachers adjust current ELA units to the standards document created earlier in the year. This will be accomplished through monthly early release days and at curriculum meetings.

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

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

Need	Strategy to Address	When
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ELA Goal

<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>
Administer NWEA Assessments	If necessary, the School will administer these assessments in small groups of socially distanced students prior to the first day of school. The school will also explore the option of administering the assessments remotely.	August/September
Administer F&P Assessments	If necessary, the School will administer these assessments outside of the school day or prior to school beginning, in socially distanced settings. The school may also need to hire trained teachers to help administer the assessments in order to provide supervision for all students while in school.	August/September
Host Small & Large Group Trainings	The School could host these virtually. The School may need to subscribe to a video-conferencing platform that provides more flexibility and interaction in a remote setting, such as breakout group sessions, a "webinar" setting option, etc. The school will also need a way to log participants to verify their attendance.	July/August
Loss of learning due to COVID-19 & Summer Vacation	The School will administer the NWEA and F&P assessments as soon as possible to provide teachers with the data necessary to identify gaps in learning. They will also create a new benchmark assessment based on the priority standards to use as a pre-test in the Fall.	August/September

## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All Students</b>	By June 2021, our Math Weighted Academic Achievement index will be 85.3 (the school MIP).	53.9

### 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?)
Our previous Elementary Math program was not rigorous enough. As a result, a new program (Eureka Math) was implemented for the first time during the 19-20 school year and we are still adjusting our practices.	No
It is difficult to assess where students are because we only have two school-wide assessment pieces that guide instruction, grouping, and intervention services for math – State Assessments and NWEA Map Growth Assessments.	No
Due to the change in math programs, we currently do not have an end of the year test that could also be used as a pre-test in the Fall of the following year.	No
The NWEA MAP assessments aren't taken seriously by our students because many of our faculty do not have a basic understanding of the assessments or know how to use the data to plan for instruction.	No

### 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
7/1/20	8/31/20	School leaders will attend workshops/trainings that address data-driven instruction, specifically on using the NWEA reports (July 21 & 22 at Capital Region BOCES) and Cognos reports (July 1 at Capital Region BOCES) to inform school decision-making, instructional leadership, the standards based curriculum process, and evaluating faculty.
7/1/20	9/15/2020	School leaders, in consultation with instructional coaches, will use pre assessments as a third Math benchmark assessment for grades K-8 to be implemented in the Fall.
7/1/20	8/31/20	School leaders and instructional coaches, will identify an end of year math assessment for Eureka Math (Grades K-6), to be used as a pre-assessment in the Fall.
8/1/20	8/31/20	The Curriculum Director and Principal will create a calendar of monthly department meetings for grades K-12 that will be held during the day. Teachers in grades K-6 will be given release time and provided with a

## Math Goal

		substitute if needed to attend. These meetings will focus on an individual content area and rotate through the year. Teachers in grades 7-12 will meet during a common planning period or be provided with coverage for a class in order to attend the appropriate department meeting. The instructional coach working with the grade levels present will attend when available. During these meetings, teachers will work with school leaders to make data-informed decisions regarding current lessons/units, and troubleshoot instructional challenges they are encountering.
9/1/20	9/10/20	At one of the Opening Superintendent's Conference Days, faculty and staff will receive training on the new benchmark. A sign-in sheet and attendance verification through StaffTrac will be used to keep track of who has received the training.
9/8/20	9/14/20	Classroom teachers in grades K-6 will administer the "end of year" Eureka assessment as a Pre-Test. Individual classroom teachers will share this data with other providers as needed. School leaders will follow up with classroom teachers to make sure the assessment is given in a timely fashion.
9/1/20	10/1/20	The Principal will collaborate with the Instructional Coaches in order to create a weekly calendar for Math teachers to meet with the coaches on a regular basis, and share this with the faculty.
8/24/20	9/24/20	The Fall NWEA MAP Assessments will be administered to all students in grades K-10.
9/25/20	9/25/20	Math Teachers in Grades K-10 will take part in data dialogues using the new benchmark data. These will be led by our instructional coaches and school leaders. Teachers will leave with specific recommendations for groupings, standards to focus on in instruction by group or by student, and general instructional strategies. Teachers will be given release time if needed to attend.
9/1/20	12/31/20	The instructional coaches will meet weekly with Math Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Once a month, the coaches will visit the Math classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies.
10/1/20	11/3/20	As part of the professional development schedule, teachers will receive training on how to access the NWEA MAP Growth reports. School leaders will also ask teachers with exemplary instructional practices to lead a session for their peers on those practices.
10/1/20	12/31/20	The Curriculum Director and Principal will host monthly department meetings, per the calendar disseminated in September, that will provide teachers with the opportunity to review instructional data, troubleshoot instructional problems, and plan for upcoming units/lessons as a team.
9/1/20	12/31/20	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

## Math Goal

### Mid-Year Benchmark

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

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

Assessment	January 2020 Performance	January 2021 Target
NWEA MAP Growth K-2	14%	19%
NWEA MAP Growth 2-5	33%	38%
NWEA MAP Growth 6+	22%	27%

### 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
1/1/21	2/4/21	The Winter NWEA MAP Assessments will be administered to all students in grades K-10.
1/1/21	2/4/21	The Winter Fountas & Pinnell Benchmark Assessments will be administered to all students in grades K-6.
1/1/21	6/30/21	Identify 3rd Math Benchmark
2/5/21	2/5/21	School leaders, instructional coaches, and teachers will meet for the winter data dialogue meetings. Release time will be provided to teachers if needed. Teachers will leave with specific recommendations for groupings, standards to focus on in instruction by group or by student, and general instructional strategies. Teachers will be given release time if needed to attend. Data dialogues will take place on: January 16 February 5 March 5 April 16 May 7 June 4
1/1/21	6/30/21	The Curriculum Director and Principal will host monthly department meetings, per the calendar disseminated in September, that will provide teachers with the opportunity to review instructional data, troubleshoot instructional problems, and plan for upcoming units/lessons.
1/1/21	6/30/21	The instructional coaches will meet weekly with Math Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Once a month, the coaches will visit the Math classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies.
5/10/21	6/4/21	The Spring NWEA Math Growth assessments will be administered.



## Math Goal

6/25/21	6/25/21	Teachers will meet for the end of the year data dialogue meeting in order to evaluate student progress throughout the year and pass on information to the following year's teachers of each class/group.
1/1/21	6/30/21	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

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

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <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>
Administer NWEA Assessments	If necessary, the School will administer these assessments in small groups of socially distanced students prior to the first day of school. The school will also explore the option of administering the assessments remotely.	August/September
Administer F&P Assessments	If necessary, the School will administer these assessments outside of the school day or prior to school beginning, in socially distanced settings. The school may also need to hire trained teachers to help administer the assessments in order to provide supervision for all students while in school.	August/September
Host Small & Large Group Trainings	The School could host these virtually. The School may need to subscribe to a video-conferencing platform that provides more flexibility and interaction in a remote setting, such as breakout group sessions, a "webinar" setting option, etc. The school will also need a way to log participants to verify their attendance.	July/August
Loss of learning due to COVID-19 & Summer Vacation	The School will administer the NWEA MAP assessments as soon as possible to provide teachers with the data necessary to identify gaps in learning.	August/September

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By June 2021, the K-8 average observed growth on the NWEA MAP Reading assessment will increase to 10.0.	18-19 NWEA MAP Reading assessment data average observed growth (September – June) for students in K-8 was 6.58 on the MAP Reading assessment.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Our special education students and students in AIS are viewed as those providers' responsibility, and not in the charge of all teachers because of a lack of training regarding the collaboration process.	Yes. SWD and AIS.
There is a lack of collaboration between special education teachers, AIS teachers, and general education teachers because schedules do not allow for this.	No.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
7/1/20	9/1/20	School leaders will create the master schedule for K-6 to allow coordination of services and support of small group instruction in ELA.
9/1/20	9/30/20	School leaders will work with general education, special education, and AIS teachers in grades K-2 to create multi-age reading groups by ability level to be used during the ELA block. Leaders and teachers will rely on the ELA Benchmark assessment data to inform their decision making.
8/1/20	9/30/20	School leaders will collaborate with District leaders in order to identify an RTI Coordinator for the 2020-2021 school year.
9/8/20	12/31/20	K-8 General Education and Special Education teachers will meet regularly per the coaching schedule and at professional development opportunities. School leaders and teacher-leaders may be present to monitor, adjust, and support small group and specially designed instruction.
9/1/20	12/31/20	School leaders and teachers will collaborate with CASDA in a school-wide review of special education practices. Recommendations from this review will be begin being implemented in the second half of the year in order to improve collaboration.
9/1/20	12/31/20	Benchmark Data will be reviewed by the RTI Coordinator every 5 weeks. This will be shared during the Data Dialogue meetings attended by general education, special education, and AIS teachers. Teachers will leave with

ELP or School-Selected Goal

		specific grouping recommendations and instructional strategies for their students.
9/1/20	12/31/20	School leaders and the RTI Coordinator will lead K-2 general education, special education, and AIS teachers in data dialogues during early release days, in order to adjust the multi-age reading groups as indicated by running records and other sources of data.
9/1/20	12/31/20	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

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.</p>		
Data Source	January 2020 Results (Fall 2019-Winter 2020)	January 2021 Target
NWEA MAP Growth K-2 Avg Growth	6.2	7.3
NWEA MAP Growth 2-5 Avg Growth	1.7	5.7
NWEA MAP Growth 6+ Avg Growth	2.4	3

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
1/1/21	2/1/21	School leaders will meet with CASDA in January to review the Special Education Audit and adjust the improvement plans and practices per their recommendation.
1/1/21	6/30/21	School leaders will continue to adjust the master schedule, as needed, for K-6 to allow coordination of services and support of small group instruction in ELA
1/1/21	6/30/21	School leaders will work with general education, special education, and AIS teachers in grades K-2 to utilize multi-age reading groups by ability level to be used during the ELA block.
1/1/21	6/30/21	School leaders and the RTI Coordinator will lead K-2 general education, special education, and AIS teachers in data dialogues during early release days, in order to adjust the multi-age reading groups as indicated by running records and other sources of data.

ELP or School-Selected Goal

1/1/21	6/30/21	Benchmark Data will be reviewed by the RTI Coordinator every 5 weeks. This will be shared during the Data Dialogue meetings attended by general education, special education, and AIS teachers. Teachers will leave with specific grouping recommendations and instructional strategies for their students.
1/1/21	6/30/21	K-8 General Education and Special Education teachers will meet regularly per the schedule. School leaders and teacher-leaders may be present to monitor and help troubleshoot.
1/1/21	6/30/21	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

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
Small, multi-age groups may be hindered by social distancing recommendations and procedures	Video-conferencing could be used in order to reduce movement within the building.	Fall 2020
Benchmark cut scores for AIS identification may be out of reach for students due to remote learning during the Spring of 2020 and the “summer slide”. This may lead to an over identification of students who need services.	Benchmark cut scores will adjusted to reflect the school closure and “summer slide”.	Summer 2020
Coordinate service providers and teachers to allow for small group instruction while maintaining supervision of all students may not be possible if current recommendations for social distancing exist in the Fall.	Teachers and other faculty who may not traditionally work with K-8 ELA may need to be pulled to provide supervision.	Fall 2020
Observations in other schools may not be possible due to health and safety concerns.	Instead, arrange for a video-conference to discuss best practices or arrange an observation through zoom.	Fall 2020

Chronic Absenteeism or School-Selected Goal

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 Students	By June 2021, the percentage of students chronically absent in grades 1-8 will be reduced to 15.7%.	The schools Chronic Absenteeism Rate for the 2018-2019 school year was 21.7% .
		*SIRS Data from September 2019 - Feb 2020 reflects 24% for grades 1-8.

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?)
A review of data shows that the school has many families with multiple children who are absent together.	No.
A review of data shows that students who are transient are more likely to be absent.	No.
The school's system for monitoring attendance does not address the reason why students are chronically absent but rather ensures that parents/guardians are notified of the absences.	No.

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
8/1/20	8/31/20	School leaders will meet to determine the following: 1) Tier 1, 2 and 3 supports for student attendance. 2) Identify those students who ended the 2019-2020 year as "chronically absent".
9/1/20	9/30/20	The Social Work and/or the School Counselor will meet proactively with the top 10 students/parents with the most absences from the 2019-2020 school year to discuss why students are not attending school and create an individualized plan for the 2020-2021 school year.
7/1/20	9/30/20	School leaders, in collaboration with the Attendance Committee, the District Attendance Officer, and student groups will develop a positive attendance campaign to encourage general attendance and prevent new chronically absent students/families as part of Tier 1 supports.
7/1/20	9/30/20	The Principal will schedule a calendar of monthly Attendance Committee meetings and serve as the chair of the committee.
9/1/20	1/1/20	The Attendance Committee will create a calendar of monthly attendance campaign themes and list of activities to promote attendance as part of

### Chronic Absenteeism or School-Selected Goal

		the school wide attendance campaign. Each month will be led by a different member of the committee, in collaboration with the Principal. The theme will also include talking points and graphics to be used in the weekly email sent to parents, posted on the Facebook page, and read on the morning announcements/school-wide assemblies.
10/1/20	10/31/20	The Social Work and/or the School Counselor will follow up with the same students/parents with the most absences from the 2019-2020 school year to review their individualized plans.
11/1/20	1/1/20	Student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting.
9/1/20	1/31/20	The Attendance Committee will meet monthly to review the Tiered interventions (including the positive attendance campaign) and monitor their implementation.
10/1/20	1/31/20	At the monthly meeting immediately following the 5-week mark, the Attendance Committee will review the Chronically Absent report to identify new students in need of support and monitor students already identified.
10/1/20	1/31/20	When a student is identified by the attendance committee as at-risk, a member of the attendance committee will be assigned to reach out to the family to meet and discuss the student's attendance. The committee will determine which faculty member has the best rapport with the student and their family, to serve as the facilitator of the meeting.
10/1/20	1/31/20	If the parent cannot be contacted after multiple attempts via email and phone, a letter will be mailed home requesting the meeting.
9/1/20	1/31/20	The Attendance Committee member and the parent and/or student will meet to brainstorm ideas for ways to support the student. These ideas will be turned into an individualized intervention plan, if the parent agrees to it. Interventions may include prevention programs, student mentors, community outreach, daily check-ins with an adult or mentor, and other Tier 2 or Tier 3 interventions identified.
11/1/20	12/31/20	At the November and December Attendance Committee meetings, the committee will plan a special initiative for promoting attendance during the months of January, February, and March.
9/1/20	12/31/20	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

#### Mid-Year Benchmark

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

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

Chronic Absenteeism or School-Selected Goal

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences ( <i>replace with alternate data source if not using a CA goal</i> )	<b>All students</b>	24% (Grades 1-8 Feb. SIRS Report)	13%

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
1/1/21	2/28/21	The District Leadership Team will meet to review the SCEP Goal and give any amended actions to the Attendance Committee.
1/1/21	6/30/21	The Attendance Committee will identify parent liaisons and community members/organizations that could be utilized as a support for chronically absent students and their families in Tiers 2 and 3. They will be identified by tapping parents who are already involved or have expressed interest in helping others by responding to the weekly emails, surveys, or in-person requests.
1/1/21	1/31/21	At the January meeting of the Attendance Committee, they will review their process for identifying and supporting students who are chronically absent and make any adjustments necessary for the second half of the year.
1/1/21	1/31/21	The Social Work and/or the School Counselor will follow up with the same students/parents with the most absences from the 2019-2020 school year to review their individualized plans.
1/1/21	3/1/21	Student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting.
1/1/21	3/31/21	The Attendance Committee will implement the specialized school-wide attendance initiative for the months of January, February, and March.
3/1/21	3/30/21	The Social Work and/or the School Counselor will follow up with the same students/parents with the most absences from the 2019-2020 school year to review their individualized plans.
4/1/21	6/1/21	Student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting.
1/1/21	6/30/21	The Attendance Committee will continue to meet monthly to review the Tiered interventions (including the positive attendance campaign), review the 5 week attendance data, review individual plans, and monitor their implementation.
1/1/21	6/30/21	Once a student is identified as at-risk or chronically absent, a member of the attendance committee will reach out to the family to meet and discuss the student's attendance. The committee will determine which faculty

### Chronic Absenteeism or School-Selected Goal

		member has the best rapport with the student and their family, to serve as the facilitator of the meeting.
1/1/21	6/30/21	If the parent cannot be contacted after multiple attempts via email and phone, a letter will be mailed home requesting the meeting.
1/1/21	6/30/21	The Attendance Committee member and the parent and/or student will meet to brainstorm ideas for ways to support the student. These ideas will be turned into an individualized intervention plan, if the parent agrees to it. Interventions may include prevention programs, student mentors, community outreach, daily check-ins with an adult or mentor, and other Tier 2 or Tier 3 interventions identified.
5/1/21	6/30/21	The Attendance Committee will meet during the months of May and June to review all data points, assess this plan, and give recommendations to the District Leadership Team for the 21-22 school improvement plan.
1/1/21	6/30/21	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

### 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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some parents may not want their children to return to school.	A survey will be administered to estimate the number of students who would not return. School leadership will work with District leadership for any additional actions	June 2020 – August 2020
A way to measure “attendance” in remote learning or an additional closure.	School leaders will create spreadsheets for teachers to record student participation and check ins during any remote learning or closure. This information will be used to calculate a participation percentage for the day. School leaders will work with teachers and other service providers to engage parents/students if they are not completing work or checking in remotely.	June 2020 – August 2020
The Attendance Campaign will need to change based on whether in-person classes or remote instruction is being held.	The Attendance Committee will adjust to using remote methods (such as social media and mail) to advocate for attendance.	Fall 2020



## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
All Students	“Adults working at this school help students develop strategies to understand and control their feelings and actions.”	65% of students in grades K-8 will select “Agree” and “Strongly Agree on the 2021 Climate Survey.	No survey was conducted in 2020. The 2019 survey was through a different vendor and did not include this question.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
The school lacks social emotional learning expectations for classrooms.
The school lacks a cohesive social emotional learning program.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/1/20	8/1/20	School leaders will identify a faculty member to become a turnkey trainer in Second Step.
8/1/20	9/1/20	Teachers in grades K-8 will receive a Second Step Kit and one day of training on how to use the kits. At the training, teachers will also create an action plan for implementing the lessons throughout the school year.
8/1/20	9/1/20	School leaders, the School Counselor, and the Teacher-leader will collaborate to include skills from Second Step with current character education themes during the Elementary Farewell Friday celebrations and in grades 7/8.
9/1/20	11/30/20	Teachers in grade 7/8 responsible for implementing second step will receive the first part of training in Restorative Justice which focuses on community circles and a culture of care.
9/1/20	10/30/2020	Zen Den faculty and other counseling staff will meet with the Teacher-leader to identify how to adjust their language and practices to reinforce Second Step when meeting with students.
9/1/20	12/31/20	Second Step lessons will be implemented during “Morning Meeting” at the K-6 level and in community circles for grades 7/8 as determined over the summer.
9/1/20	12/31/20	Second Step lessons will be integrated into Farewell Friday assemblies as determined over the summer. The Second-Step Teacher Leader will share their presentations with the Principal via the shared drive.

## Survey Goal

9/1/20	12/31/20	When appropriate, these Second Step and restorative justice activities, lessons, and vocabulary words will be shared with parents via the Facebook page and weekly emails.
9/1/20	12/31/20	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.
11/1/20	12/31/20	The school will purchase the Second Step program for Grades 7 and 8. The School counselor will introduce and conduct lessons for Grades 6, and introduce programs to 7 and 8.

### 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
Quarter 2 On-going Student Surveys	50% of students will agree or strongly agree that adults help them to develop strategies to understand and control their feelings and actions.

### 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
1/1/21	2/1/21	Second Step implementation survey will be administered to teachers in grades K-6.
1/1/21	2/1/21	School leaders, the School Counselor, and the Teacher-leader will meet to review the Quarter 2 on-going surveys and adjust practices as needed.
1/1/21	6/30/21	Zen Den faculty and other counseling staff will continue to adjust their language and practices to reinforce Second Step when meeting with students.
1/1/21	6/30/21	Second Step lessons will continue to be implemented during “Morning Meeting” and the K-5 and School Counselor will deliver lessons for 6-8
1/1/21	6/30/21	Second Step lessons will continue to be integrated into Farewell Friday assemblies.
1/1/21	6/30/21	School leaders will make weekly morning visits to grades K-6 classrooms to check in with the classes and ensure the implementation of Second Step, morning meetings, and community circles.
6/1/21	6/30/21	School leaders, the School Counselor, and the Teacher-leader will meet to review the on-going surveys and plan to adjust practices for the 21-22 school year.
1/1/21	6/30/21	When appropriate, these Second Step and restorative justice activities, lessons, and vocabulary words will be shared with parents via the Facebook page and weekly emails.

## Survey Goal

1/1/21	6/30/21	A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support.

### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students will need regular reinforcement of these strategies and skills. If in a remote learning situation, Farwell Friday, the Zen Den, morning meeting, and community circles will not be able to occur in person.	Teachers will need to be provided remote learning resources from Second Step. They will have virtual “morning meetings” or community circles on a regular basis.	As needed, if closed due to COVID-19 during the 2020-2021 school year.

## 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).