New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Morris	Mount Morris Junior/Senior High School	Jesse Hamilton	7-12

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	1	1	N/A	1	3

~~**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
5/27/2020	x	x			
6/2/2020	x	x			x
6/10/2020	x	x	x	x	
6/11/2020	x	x	x	x	
6/15/2020				x	x

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP

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 *(enter m/dd in the space below and mark an X for each date the individual attended)*						Signature
		5/27	6/2	6/10	6/11	6/15		
Jesse Hamilton	Building Principal	x	x	x	x	x		
Allison Atwell	School Counselor				x	x		
Derek Partridge	Math Teacher				x	x		
Krystal Vanvalkenburg	Director of PPS	x		x	x	x		
Marc Gardner	Social Studies Teacher				x	x		
Omar Hussain	English Teacher		x		x	x		
Danielle Lown	Science Teacher				x			
Tessa Ocke	Special Education Teacher				x	x		
Erinn Brickwood	Parent				x			
Jesse Bacon	Student		x					
Ryan Morgan	Student		x					
Emily Mike	Student		x					
Alyssa Cornelius	Student		x					
Averie Matson	Student		x					

Evidence-Based Intervention

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

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

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

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:
http://www.nysed.gov/accountability/evidence-based-interventions

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

☑ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	All

☐ **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		
☐	What Works Clearinghouse	
	☐	Rating: Meets WWC Standards Without Reservations
	☐	Rating: Meets WWC Standards With Reservations
☐	**Social Programs That Work**	
	☐	Rating: Top Tier
	☐	Rating: Near Top Tier
☐	**Blueprints for Healthy Youth Development**	
	☐	Rating: Model Plus
	☐	Rating: Model
	☐	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.

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

ELA Goal with Focus on 7th/8th Grade

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	ELA Measure of Interim Progress (MIP) 69.2	65

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
There hasn't been an expectation of using educational data, including it's collection or analysis consistently to guide instruction. The theory is that if teachers know what the students know or don't know in their curriculum the instruction can be tailored to students' needs.	No, All Students
Educational data wasn't prioritized in the teacher's schedules. Consistent progress monitoring didn't take place to make sure we had accurate reading levels. Clear expectations have not been established by the administration.	No, All Students
There was a lack of time for interventions to implement strategies based on student reading level data. Also, staff didn't have the means to assess the student's knowledge.	No, All Students

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**
7/1/2020	9/7/2020	Teachers will be trained on how to use AIMSWEB and analyze the data
8/3/2020	8/28/2020	Determine the Initial Intervention Groups for Enrichment based on 2019-2020 data
8/3/2020	8/28/2020	ELA, Reading, & Special Education Teachers to meet to determine the goals, curriculum, and procedures for Reading Intervention.
9/8/2020	10/30/2020	During Enrichment, students are in targeted intervention groups in the beginning of the school year based on AIMSWEB testing from the 2019-2020 school year. Conversation with students as to the importance of the AIMSWEB assessment while in reading groupings.
9/8/2020	9/30/2020	Assess student ELA knowledge with AIMSWEB
10/1/2020	10/30/2020	ELA, Reading, & Special Education Teachers analyze the results as a cohort to place into groupings. Based on the data, reading strategies will be shared with all subject area teachers to target.
10/1/2020	10/30/2020	ELA, Reading, & Special Education Teachers analyze the results for individual students. Student progress report will be shared with the students and families.

10/5/2020	11/2/2020	Assessing and monitoring of intervention groups will take place through required monthly meetings, classroom visits, and student progress data review meetings to ensure students are being provided with targeted interventions based on their needs.
11/1/2020	12/23/2020	Provide Reading Intervention during Enrichment in targeted reading groups based on the September AIMSWEB data. Conversation with students as to the importance of the AIMSWEB assessment while in reading groupings.
10/5/2020	12/23/2020	Classroom visit data will be analyzed to identify teacher training needs and if any teachers are in need of targeted support to further enhance the implementation of interventions.

Mid-Year Benchmark

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

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

Assessment	January 2020 Performance	January 2021 Target
AIMSWEB	We do not have valid data on student performance for the 2019-2020 school year.	15% of 7th/8th grade students will increase their Student Growth Percentile in AIMSWEB

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	2/26/2021	Provide Reading Intervention during Enrichment in targeted reading groups based on the September AIMSWEB data.
2/8/2021	2/12/2021	Assess student ELA knowledge with AIMSWEB
2/22/2021	2/26/2021	ELA, Reading, & Special Education Teachers analyze the results as a cohort to place into groupings. Based on the data, reading strategies will be shared with all subject area teachers to target.
2/22/2021	2/26/2021	ELA, Reading, & Special Education Teachers analyze the results for individual students. Student progress report will be shared with the students and families.
2/22/2021	2/26/2021	ELA, Reading, & Special Education Teachers will use this time to determine best practices based on student growth with the AIMSWEB Benchmark assessments. Strategies will be shared at department meetings and classroom visits will be completed.
3/1/2021	6/15/2021	During faculty meetings, department meetings, and the monthly required professional development sessions, best practices will be communicated to all teachers to ensure that consistent strategies are utilized in order to support students in all classes.

3/1/2021	6/15/2021	Provide Reading Intervention during Enrichment in targeted reading groups based on the February AIMSWEB data. Conversation with students as to the importance of the AIMSWEB assessment while in reading groupings.
5/24/2021	6/4/2021	Assess student ELA knowledge with AIMSWEB
6/7/2021	6/25/2021	Benchmark data will be analyzed to determine student growth for the year and used to determine changes to the intervention program for the next year.
6/7/2021	6/25/2021	Student progress report will be shared with the students and families.
6/25/2021	6/25/2021	Principal will meet with the intervention teachers to discuss the process that was implemented in the 2020-2021 school year and determine needs (adjustments/trainings) for the 2021-2022 school year.

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**
Regression due to not being in school since March 2020	Intervention groupings	September

Math Goal with a Focus on 7th/8th Grade

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	Math Measure of Interim Progress (MIP) 58.9	31.1

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Educational data wasn't prioritized in the teacher's schedules. Consistent progress monitoring didn't take place to make sure we had accurate math levels. Clear expectations have not been established by the administration.	No, All Students
There was a lack of time for interventions to implement strategies based on individual and group math data. Also, staff didn't have the means to assess the student's knowledge. We have not used math data effectively in the past to guide our instructional planning.	No, All Students
A focus on the transition from the 6th to 7th grade math assessments has not been effectively implemented in the past. We need to better prepare our students for the 7th grade assessments.	No, All Students
The current curriculum that is being used at the 7th & 8th grade level is not as rigorous, has gaps in the curriculum, and doesn't require as many reading strategies. We know that reading skills in math is needed to be successful.	No, All Students

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**
7/1/2020	9/7/2020	Adopt eMathInstruction for the 7th & 8th Grade Curriculum. The curriculum has already been adopted in grades 9-12, this would be more cohesive for the Junior/Senior High. This curriculum is also more rigorous than what is currently being used. Data will be shared with the Building Principal every five weeks to ensure it is implemented as intended.
9/8/2020	12/23/2020	In Monthly Math Department Meetings, eMathInstruction data will create an open dialogue to identify student needs. The Math Department will troubleshoot any needs during these meetings as they are familiar with the program.
9/8/2020	12/23/2020	Principal will perform targeted class visits to determine if the eMathInstruction curriculum is being used with fidelity and rigorously.
7/1/2020	9/7/2020	Teachers will be trained on how to use AIMSWEB and analyze the data

8/3/2020	8/28/2020	Determine the Initial Intervention Groups for Enrichment based on 2019-2020 data
8/3/2020	8/28/2020	Math & Special Education Teachers to meet to determine the goals, curriculum, and procedures for Math Intervention.
9/8/2020	10/30/2020	During Enrichment, students are in targeted intervention groups in the beginning of the school year based on AIMSWEB testing from the 2019-2020 school year. Conversation with students as to the importance of the AIMSWEB assessment while in math groupings.
9/8/2020	9/30/2020	Assess student Math knowledge with AIMSWEB
10/1/2020	10/30/2020	Math Department meeting that includes 5th, 6th, Junior and Senior High School Teachers. This will enable our Teachers to discuss effective transition strategies from elementary to junior high to high school, curriculum mapping and planning.
10/1/2020	10/30/2020	Math & Special Education Teachers analyze the results as a cohort to place into groupings.
10/1/2020	10/30/2020	Math & Special Education Teachers analyze the results for individual students. Student progress report will be shared with the students and families.
10/5/2020	11/2/2020	Assessing and monitoring of intervention groups will take place through required monthly meetings, classroom visits, and student progress data review meetings to ensure students are being provided with targeted interventions based on their needs.
11/1/2020	12/23/2020	Provide Math Intervention during Enrichment in targeted math groups based on the September AIMSWEB data. Conversation with students as to the importance of the AIMSWEB assessment while in math groupings.

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
AIMSWEB	We do not have valid data on student performance for the 2019-2020 school year.	25% of 7th/8th grade students will increase their Student Growth Percentile in AIMSWEB

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	2/26/2021	Provide Math Intervention during Enrichment in targeted math groups based on the September AIMSWEB data.

2/8/2021	6/25/2021	During the Monthly Math Department Meetings, the Math department will continually evaluate the success of the eMath curriculum. The Department will use the curriculum to make instructional adjustments throughout the year.
2/8/2021	2/12/2021	Assess student Math knowledge with AIMSWEB
2/22/2021	2/26/2021	Math & Special Education Teachers analyze the results as a cohort to place into groupings.
2/22/2021	2/26/2021	Math & Special Education Teachers analyze the results for individual students. Student progress report will be shared with the students and families.
2/22/2021	2/26/2021	Math & Special Education Teachers will use this time to determine best practices based on student growth with the AIMSWEB Benchmark assessments.
3/1/2021	6/15/2021	Provide Math Intervention during Enrichment in targeted math groups based on the February AIMSWEB data. Conversation with students as to the importance of the AIMSWEB assessment while in math groupings.
5/24/2021	6/4/2021	Assess student Math knowledge with AIMSWEB
6/7/2021	6/25/2021	Benchmark data will be analyzed to determine student growth for the year and used to determine changes to the intervention program for the next year.
6/7/2021	6/25/2021	Student progress report will be shared with the students and families.
6/25/2021	6/25/2021	Principal will meet with the intervention teachers to determine needs for the 2021-2022 school year. Principal will also meet with the math teachers to determine the additional needs due to the change in the curriculum.

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Regression due to not being in school since March 2020	Intervention groupings	September

School-Selected Goal

June 2021 Goal	**M**ost recent End-of-Year Data for the same measure as the goal
At least two out of the three non-negotiables/look fors will be used in 90% of observed classes. ● Engagement Protocols ● Learning Targets ● Checks for Understanding This will result in 90% of teachers agreeing that they will have a direct understanding of how to implement the look-for strategies into their lesson planning on the 20-21 faculty survey.	Prior to March 2020, 69.8% of observed classes were using at least three non-negotiables/look fors. ● 66.6% Engagement Protocols ● 84.1% Learning Targets ● 58.8% Checks for Understanding
	We are implementing a revised survey and do not have data from the identified survey question.

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?)
This has been developing for over a year, however, we still have some progress to go in using the look-fors in every single classroom. There are some teachers that are still learning how to best fit the look-fors into their lessons. Additionally, we need to increase the quality of the strategies that are being used.	No, All Students
Some of our faculty members did not attend the professional development sessions focused on the look-fors. This may have caused a lack of confidence and inconsistency of the quality in implementing these strategies.	No, All Students

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**
7/1/2020	8/31/2020	The Jr/Sr High Faculty will complete a survey recognizing their comfort level, direct understanding, and needs in implementing the look-for strategies.
8/26/2020	9/25/2020	With the extended break due to the school closure, there is a need for the look-fors to be revisited prior to and during the beginning of the school year. Our faculty built their knowledge base of the look-fors last year, now we are striving to improve the quality of their use in daily practice.
9/8/2020	10/30/2020	Teachers will use Engagement Protocols, Learning Targets, and Checks for Understanding in all their classes.

9/25/2020	10/30/2020	The Building Principal will conduct Monthly Pop-Ins for all teachers. Individual teacher feedback will be given within one day of pop-in.
9/25/2020	10/30/2020	Data surrounding the look-fors during observations will be shared Monthly at the Jr/Sr High Faculty Meeting.
9/25/2020	10/30/2020	Building Principal will review Monthly feedback provided to ensure alignment with school and district priorities and identify areas for teachers and the look-fors.
9/25/2020	10/30/2020	Building Principal will provide follow-up training based on trends identified through their review of feedback provided.
11/2/2020	11/6/2020	Based on September/October data, the Principal will identify if targeted support is needed with the identified strategies.
11/9/2020	12/23/2020	Teachers will use Engagement Protocols, Learning Targets, and Checks for Understanding in all their classes.
11/9/2020	12/23/2020	The Building Principal will conduct Monthly Pop-Ins for all teachers. Individual teacher feedback will be given within one day of pop-in.
11/9/2020	12/23/2020	Data surrounding the look-fors during observations will be shared Monthly at the Jr/Sr High Faculty Meeting.
11/9/2020	12/23/2020	Building Principal will review Monthly feedback provided to ensure alignment with school and district priorities and identify areas for teachers and the look-fors.
11/9/2020	12/23/2020	Building Principal will provide follow-up training based on trends identified through their review of feedback provided.

Mid-Year Benchmark

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

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

Data Source	January 2020 Results	January 2021 Target
Pop-Ins	- Engagement Protocols - 69.6% - Learning Targets - 84.2% - Checks for Understanding - 56.4%	At least two out of the three non-negotiables/look fors will be used in 80% of observed classes. - Engagement Protocols - Learning Targets - Checks for Understanding
Faculty Survey	We do not have data from the previous school year in this area.	Based on feedback from a faculty survey, 80% of teachers will have a direct understanding of how to implement the look-for strategies into their lesson planning.

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	1/8/2021	The Jr/Sr High Faculty will complete a survey recognizing their comfort level, direct understanding, and needs in implementing the look-for strategies.
1/4/2021	1/22/2021	Redefine the non-negotiables and look-fors for the teachers.
1/4/2021	6/25/2021	Teachers will use Engagement Protocols, Learning Targets, and Checks for Understanding in all their classes.
1/4/2021	6/25/2021	The Building Principal will conduct Monthly Pop-Ins for all teachers.
1/4/2021	6/25/2021	Individual teacher feedback will be given within one day of pop-in.
1/4/2021	6/25/2021	Data surrounding the look-fors during observations will be shared Monthly at the Jr/Sr High Faculty Meeting.
1/4/2021	6/25/2021	Building Principal will review Monthly feedback provided to ensure alignment with school and district priorities and identify areas for teachers and the look-fors.
1/4/2021	6/25/2021	Building Principal will provide follow-up training based on trends identified through their review of feedback provided.
1/4/2021	6/25/2021	Continuous provide Professional Development surrounding the Look-Fors
1/4/2021	6/25/2021	If a teacher needs more support to use the look-fors, an individualized plan will be developed for/with them.
6/1/2021	6/25/2021	The Jr/Sr High Faculty will complete a survey recognizing their comfort level, direct understanding, and needs in implementing the look-for strategies.

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**
Significant progress was made in the 2019-2020 school year, there is potential for teachers to have regressed in their skills of using the Look-Fors.	● Reiterate the expectations for the Look-Fors within the classroom. ● Give examples during Faculty meetings of what they look like.	September on
The same Engagement Protocols that were used in the classroom before the COVID-19 Closure may no longer be acceptable with social distancing.	New strategies will be explored and shared with staff.	September

Science Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Science Academic Achievement Index
All Students	Science Measure of Interim Progress (MIP) 125	102.2

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Educational data wasn't prioritized in the teacher's schedules. Consistent progress monitoring didn't take place to make sure we had accurate knowledge levels. Clear expectations have not been established by the administration.	No, All Students
Critical thinking and reading strategies need to become a focus of day to day instruction.	No, All Students

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**
7/1/2020	9/7/2020	Plan Benchmark Assessments throughout 20-21 school year
7/1/2020	12/23/2020	Science teachers (grades 6-12) will discuss how to incorporate critical thinking strategies within day-to-day instruction. Professional development will be offered for areas of concern.
9/8/2020	9/30/2020	Given Benchmark Assessment to determine knowledge baseline
10/5/2020	10/9/2020	Analyze the results as a cohort and for individual students
10/13/2020	12/23/2020	Use the data to guide curriculum, lesson planning, and create specially designed instruction. Including reading and critical thinking strategies in the curriculum.
11/30/2020	12/23/2020	Principal will the December Science department Meeting, to discuss the progress of using critical thinking strategies within their day-to-day instruction.

Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
Benchmark Assessment	All Students	No data available	20% of students will increase their percentage on the Benchmark assessment from the beginning of the year until January 2021

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	1/22/2021	Give Benchmark Assessment
1/25/2021	1/29/2021	Analyze the results as a cohort and for individual students
1/25/2021	1/29/2021	Use the data to guide curriculum, lesson planning, and create specially designed instruction. Including reading and critical thinking strategies in the curriculum.
1/25/2021	1/29/2021	Students will be identified based on their Benchmark assessment for Science Intervention during Enrichment for the remainder of the year.
2/1/2021	6/15/2021	Science Intervention will be provided.
2/1/2021	6/15/2021	Assessing and monitoring of intervention groups will take place through required monthly meetings, classroom visits, and student progress data review meetings to ensure students are being provided with targeted interventions based on their needs.

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**
Regression due to not being in school since March 2020.	Teachers will reinforce key concepts that were missed in class during the school closure.	September

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)*
Students	"I feel welcome and part of my school." (Question #39)	80% of students will feel "welcome and part of my school" as evidenced by Student Voice School Performance Scan.	Based on 2019 DTSDE Social Emotional survey data, 68.3% of students "feel welcome and part of my school" (Question #39). Based on the January 2020 survey, 62.8% of students agreed or strongly agreed to Question 39.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
When students were surveyed in January 2020, they suspected the reason why students don't "feel welcome and part of [our] school" was due to lack of participation in sports and/or clubs. There hasn't been an opportunity for students to share why they may not feel welcome.
Relationships between students and staff need to be established so that staff are aware of student needs, therefore they can know how to support them and identify individual needs.
Some students are lacking a relationship to a faculty member that they feel a connection with.

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**
8/3/2020	9/8/2020	Create Survey for this year that includes reflection questions, open-ended questions, and Likert scale questions (Strongly Agree, Agree, Disagree, Strongly Disagree).
9/8/2020	9/11/2020	A Town Hall meeting will be held to educate students on the purpose of the Teacher/Student Pairings.
9/14/2020	9/18/2020	Students and Staff surveyed as to which Teacher/Student Pairing group they would like to be in. This will be adjusted so that Teachers will outline students that they feel connected to. With multiple teachers being paired to students, we feel students will feel more connected to the school.
9/21/2020	9/25/2020	Teacher/Student Pairings will be determined based on the student/staff survey answers.

9/28/2020	10/30/2020	Teacher/Student Pairings will be communicated with the students and teachers.
10/5/2020	12/23/2020	Monthly Teacher/Student Pairings meeting to check in and do a fun activity. Discussion prompts will be provided to help teachers and students create meaningful connections.
10/13/2020	10/23/2020	Share with the teachers the meaning of the questions and the overall goal of the survey.
10/13/2020	10/23/2020	Counselor and/or Teacher to discuss with the students as to the importance of surveys and the need for true results in order to promote positive change.
10/13/2020	10/23/2020	The survey will be administered during ELA classes to make sure the environment is appropriate for them to think the questions through.
10/26/2020	10/30/2020	Collect the survey results.
11/2/2020	11/13/2020	Analyze the survey results as a SCEP team.
11/16/2020	12/23/2020	Make changes in the school as to the students needs/wants.

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
Student Survey	70% of students will feel "welcome and part of my school" as evidenced by Student Voice School Performance Scan.

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	1/11/2021	Focus groups to discuss Teacher/Student Pairing and their impact as compared to the previous year.
1/4/2021	6/25/2021	Monthly Teacher/Student Pairings meeting to check in and do a fun activity.
1/4/2021	2/26/2021	Check ins will be completed with the Teacher/Student Pairings informally to find out how the students are doing at this time of the year.
1/4/2021	1/22/2021	Share with the teachers the meaning of the questions and the overall goal of the survey.
1/4/2021	1/22/2021	Counselor and/or Teacher to discuss with the students as to the importance of surveys and the need for true results in order to promote positive change.
1/4/2021	1/22/2021	The survey will be administered during ELA classes to make sure the environment is appropriate for them to think the questions through.
1/25/2021	1/29/2021	Collect the survey results.
2/1/2021	2/5/2021	Analyze the survey results as a SCEP team.

2/8/2021	5/27/2021	Make changes in the school as to the students needs/wants.
6/1/2021	6/4/2021	Share with the teachers the meaning of the questions and the overall goal of the survey.
6/1/2021	6/4/2021	Counselor and/or Teacher to discuss with the students as to the importance of surveys and the need for true results in order to promote positive change.
6/1/2021	6/4/2021	The survey will be administered during ELA classes to make sure the environment is appropriate for them to think the questions through.
6/7/2021	6/11/2021	Collect the survey results.
6/14/2021	6/25/2021	Analyze the survey results as a SCEP team.
6/28/2021	6/30/2021	Plan changes in the school as to the students needs/wants for the next school year.
6/7/2021	6/25/2021	Students and Staff surveyed as to which Teacher/Student Pairing group they would like to be in.

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 have been out of school for an extended period of time without constant interaction with all faculty/staff.	Teacher/Student Pairings	September
Students will be out of school since March 2020 and there will be specific guidelines that need to be followed, therefore, school will look different.	Build student/teacher relationships	September

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. *(This is no longer needed per NYSED.)*

4. ☑ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. ☑ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents, by July 15, 2020:

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).