



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Watertown City School District	Case Middle School	Mark Taylor	7-8

2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	2	1	1	N/A	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	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	X	X			
5/6/20	X	X	X		
5/19/20	X	X	X		
5/29/20				X	X
6/11/20				X	X
6/16/20				X	X
6/19/20				X	X

Stakeholder Participation

TSI Schools Only

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

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		5/6	5/19	5/29	6/11	6/16	6/19					
Amy Adams	Parent					X	X					
Jessica Blair	Assistant Principal	X	X	X	X	X	X					
Connor Brown	Student						X					
Jessica Brown	ELA Teacher		X			X	X					
Daniel Greene	Science Teacher		X			X	X					
Chris Guldenpfennig	Parent					X	X					
Amanda Helms	ELA AIS Teacher		X			X						
Erik Hauck	Social Studies Teacher		X			X	X					
Harper Lane	Student						X					
Dennis Pawlikowski	Math Teacher		X			X	X					
Jason Reynolds	Math Teacher					X	X					
Ella Smith	Student					X	X					

Stakeholder Involvement Signature Page

Amy Stone	Parent					X	X					
Mark Taylor	Principal	X	X	X	X	X	X					

Evidence-Based Intervention

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

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

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

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

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

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

☒ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	ELA Goal, Math Goal, School-Selected Goal, CA Goal (indirectly)

☐ **Clearinghouse-Identified**

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

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

Evidence-based Intervention

	<input type="checkbox"/>	Rating: Promising
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☐ **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

Subgroup (<i>CSI schools use "All Students"</i>)	June 2021 Goal	2018-19 ELA Academic Achievement Index
All students	113.7	97

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?)
Classroom walkthroughs reveal that there is an immense amount of didactic instruction occurring in the building. Students do not feel engaged in the curriculum or with teachers, as shown in the 18-19 climate survey results. Only 12% of students report that they agree or strongly agree with the statement, "Teachers expect me to do my best all the time." Only 35% feel that what they learn is important to them. Prior to the COVID-19 closure, the ELA curriculum team self-reflected that their program was not working for students. While the team worked diligently to modify lessons and create what were intended to be engaging units for students, they were not yielding intended outcomes of lifelong readers or increased performance in ELA skills. The ELA department attests these results were partially due to a lack of a coherent curriculum as well as a lack of updated resources. ELA AIS staff have little training on the use of iReady and have not utilized iReady to analyze data and improve instruction.	No, while the goal is specific to ELA performance, this seems to be indicative of most subject areas in the middle school.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	August 2020	Provide in-depth i-Ready training for all AIS staff. Building administration will clearly explain to AIS staff the expectation to shift i-Ready instruction to supplemental approach in the AIS classroom rather than a core instructional approach. That is, students who are placed into AIS will work with teachers who are using i-Ready as the foundation for supportive instruction.
August 2020	August 2020	Provide vendor-based training on the newly-selected ELA Tier 1 Core curriculum (Amplify).
August 2020	Mid-September 2020	ELA Department will meet to finalize implementation plans for the new curriculum. Building administration will clearly explain to teachers expectations for student engagement/collaboration and fidelity with new curriculum. Expectations will be set for discussing walkthrough data and use of student work samples at monthly department meetings.

ELA Goal

September 2020 Faculty Meeting	September 2020 Faculty Meeting	Introduction of new instructional coaches to all faculty and staff. Establish timelines for classroom observation and collaboration. Administration will give clear expectations for monthly team meetings to support cross-curricular alignment and ELA support.
September 2020	September 2020	Implement i-Ready as an initial diagnostic to discuss both aggregate and disaggregate student performance.
September 2020	September 2020	Monthly ELA department meeting to discuss implementation of new core curricular program. Feedback will focus on implementation needs/supports, student work sorts, and planning for small-group review goals of curriculum expectations. i-Ready data will be shared at monthly ELA department meetings. The focus of the data for September will be a review of the first diagnostic assessment results and how it connects to student needs as a result of the COVID-19 closure. Teachers will collaborate to formulate a plan for both core instruction and remedial instruction for the next several weeks.
September 2020	September 2020	Training of instructional coaches on relationship-centered, teacher-centered, student-centered coaching models with Assistant Superintendent for Instruction.
September 2020	January 2021	Administrators will complete weekly walkthroughs for teachers reviewing implementation of new curriculum and looking for pattern-based data on student engagement/collaboration. Administrators will provide feedback to teachers as a larger group and on an individual basis to address instructional needs.
September 2020	January 2021	Instructional teams will meet monthly to share curriculum plans for next month and determine cross-curricular ties that can be made across content areas. ELA teacher will share important tips and terminology that will directly support the ELA curriculum in other content areas.
October 2020	October 2020	Administration and instruction coach will attend monthly ELA department meetings to provide additional training and support to teachers with student engagement/collaboration.
October 2020	October 2020	Monthly ELA department meeting: i-Ready data reviewed to focus on first collection of student grouping data from AIS classes. Focus on lessons passed, student needs, and growth data.
October 2020	October 2020	Amplify-provided professional development visit to provide support with curriculum implementation.
October 2020	October 2020	End of month, administration will analyze walkthrough data to determine the extent that teachers are implementing student engagement/collaboration strategies successfully and identify if any trends exist. Determine if classrooms that struggled in September have shown any improvement. The school-wide data will be shared at the November faculty meeting. The principal will also highlight any subject area that is consistently implementing student engagement/collaboration strategies successfully. The administration will meet with the instructional coaches to determine if there are ways to provide support to teachers struggling with student engagement/collaboration strategies.
October 2020	November 2020	Attend NYSMSA and NYSRA/Reading League conference if available due to COVID-19. Discuss new learning acquisitions at monthly department

ELA Goal

		meeting in November 2020. Identify one strategy to implement in the classroom during November – December 2020.
October 2020	December 2020	Monthly meetings to discuss implementation of new core curricular program. Feedback will focus on implementation needs/supports, student work sorts, and planning for small-group instruction.
October 2020	December 2020	Instructional coaches visit ELA classrooms on rotational basis weekly to begin student-centered coaching model with teachers/students meeting with teachers individually to conduct student work sorts and planning sessions.
October 2020	January 2021	i-Ready data will be shared at monthly ELA department meetings. Teachers will collaborate to review and update plan for both core instruction and remedial instruction for the next several weeks.
October 2020	January 2021	Instructional coach will provide coaching to individual teachers on a voluntary and assigned (by administrator) basis.
November 2020	November 2020	Faculty will have an opportunity to share strategies that have been successfully implemented targeting student engagement/collaboration at the November faculty meeting.
December 2020	December 2020	Amplify-provided professional development visit to provide support with curriculum implementation.
December 2020	December 2020	Department check-in survey regarding implementation of coaching and new curriculum. Discuss impact of newly implemented strategy in classroom.

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
i-Ready Diagnostic #2	25% of students in grades 7 & 8 met their annual stretch growth target (path to proficiency).	50% of students in grades 7 & 8 will meet their annual stretch growth target in i-Ready.
Mid-year Student Survey		40% of students will agree or strongly agree that “teachers expect them to do their best all the time.”

Planning for January to June

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

Start	End	Action
January 2021	February 2021	During the Diagnostic #2 discussion at the department meeting, instructional coaches and teachers will pinpoint students with specific

ELA Goal

		growth needs, and coaches will visit the classrooms in which these students are placed to identify additional strategies to help these students.
January 2021	February 2021	Schedule peer observations in classrooms. Specifically focus on implementation of new curriculum.
January 2021	June 2021	Administrators will continue to complete weekly walkthroughs for teachers reviewing implementation of new curriculum and looking for pattern-based data on student engagement/collaboration. Administrators will provide actionable feedback to teachers on next steps for improvement.
February 2021	February 2021	Amplify-provided professional development visit to provide support with curriculum implementation.
February 2021	March 2021	During the monthly meetings in February and March, instructional coaches and teachers will revisit these students identified in the January meeting and determine whether the strategies were beneficial to students or new strategies need to be attempted.
March 2021	March 2021	Discuss peer observations at monthly department meeting. Each ELA teacher will bring samples of student work (high and low) to March department meeting to share and critique for student engagement/collaboration strategies. Use student work protocol to sort student work and reflect on instructional changes/supports needed.
March 2021	April 2021	AIS teachers will share instructional grouping data and feedback on student performance with teachers.
April 2021	April 2021	Amplify-provided professional development visit to provide support with curriculum implementation.
April 2021	May 2021	Implement i-Ready final diagnostic
May 2021	May 2021	Discuss i-Ready final results and make summer school recommendation for students who do not show adequate growth.
June 2021	June 2021	Complete department reflection and begin discussions for planning 2021-2022.

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
<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>
Shift to virtual instruction	Instructional Coaching	Ongoing (district is already providing weekly support hours and trainings)
Implementation of curriculum virtually	Vendor-based training	This is built into the purchase of the selected curriculum as

ELA Goal

		a consideration for future needs. Training will take place in Summer 2020.
Administering the i-Ready diagnostic from at home.	Curriculum Associates and MORIC support needed for logistics and reliability/validity of diagnostic results.	The district considered this for May 2020, but decided against it, but has the planning in process should this need to occur in September 2020.

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All students	94.2	91.5

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?)
Classroom walkthroughs reveal that there is an immense amount of didactic instruction occurring in the building. Students do not feel engaged in the curriculum or with teachers, as shown in the 18-19 climate survey results. Only 12% of students report that they agree or strongly agree with the statement, "Teachers expect me to do my best all the time." Only 35% feel that what they learn is important to them. Prior to the COVID-19 closure, the Math curriculum team began identifying possibilities for a new curriculum, since the currently used curriculum was expiring and was not yielding the desired outcomes from students. During this conversation and a visit to another district, the team self-reflects on their own practices and realized that they needed to look in a different direction to engage more students in Math instruction. Math AIS staff have little training on the use of iReady and have not utilized iReady to analyze data and improve instruction.	No, while the goal is specific to Math performance, this seems to be indicative of most subject areas in the middle school.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	August 2020	Provide in-depth i-Ready training for all AIS staff. Building administration will set clear expectations for AIS instruction using a re-teaching method. I-Ready will be used as a core instructional tool and to provide supportive instruction in AIS.
August 2020	August 2020	Provide vendor-based training on the newly-selected Math Tier 1 Core curriculum (OpenUp Resources).
August 2020	Mid-September 2020	Math Department will meet to finalize implementation plans for the new curriculum. Building administration will clearly explain to teachers expectations for student engagement/collaboration and fidelity with new curriculum. Expectations will be set for discussing walkthrough data and use of student work samples at monthly department meetings.
September 2020 Faculty Meeting	September 2020 Faculty Meeting	Introduction of new instructional coaches to all faculty and staff. Establish timelines for classroom observation and collaboration. Administration will give clear expectations for monthly team meetings to support cross-curricular alignment and Math support.

Math Goal

September 2020	September 2020	Implement i-Ready as an initial diagnostic to discuss both aggregate and disaggregate student performance.
September 2020	September 2020	Monthly Math department meeting to discuss implementation of new core curricular program. Feedback will focus on implementation needs/supports, student work sorts, and planning for small-group review goals of curriculum expectations. i-Ready data will be shared at monthly Math department meetings. The focus of the data for September will be a review of the first diagnostic assessment results and how it connects to student needs as a result of the COVID-19 closure. Teachers will collaborate to formulate a plan for both core instruction and remedial instruction for the next several weeks.
September 2020	September 2020	Training of instructional coaches on relationship-centered, teacher-centered, student-centered coaching models with Assistant Superintendent for Instruction.
September 2020	January 2021	Administrators will complete weekly walkthroughs for teachers reviewing implementation of new curriculum and looking for pattern-based data on student engagement/collaboration. Administrators will provide feedback to teachers as a larger group and on an individual basis to address instructional needs.
September 2020	January 2021	Instructional teams will meet monthly to share curriculum plans for next month and determine cross-curricular ties that can be made across content areas. Math teacher will share important tips and terminology that will directly support the math curriculum in other content areas.
October 2020	October 2020	Administration and instruction coach will attend monthly Math department meetings to provide additional training and support to teachers with student engagement/collaboration.
October 2020	October 2020	Monthly Math department meeting: i-Ready data reviewed to focus on first collection of student grouping data from AIS classes. Focus on lessons passed, student needs, and growth data.
October 2020	October 2020	OpenUp-provided professional development visit to provide support with curriculum implementation.
October 2020	October 2020	End of month, administration will analyze walkthrough data to determine the extent that teachers are implementing student engagement/collaboration strategies successfully and identify if any trends exist. Determine if classrooms that struggled in September have shown any improvement. The school-wide data will be shared at the November faculty meeting. The principal will also highlight any subject area that is consistently implementing student engagement/collaboration strategies successfully. The administration will meet with the instructional coaches to determine if there are ways to provide support to teachers struggling with student engagement/collaboration strategies.
October 2020	November 2020	Attend NYSMSA conference if available due to COVID-19. Discuss new learning acquisitions at monthly department meeting in November 2020. Identify one strategy to implement in the classroom during November – December 2020.

Math Goal

October 2020	December 2020	Monthly meetings to discuss implementation of new core curricular program. Feedback will focus on implementation needs/supports, student work sorts, and planning for small-group instruction.
October 2020	December 2020	Instructional coaches visit Math classrooms on rotational basis weekly to begin student-centered coaching model with teachers/students meeting with teachers individually to conduct student work sorts and planning sessions.
October 2020	January 2021	i-Ready data will be shared at monthly Math department meetings. Teachers will collaborate to review and update plan for both core instruction and remedial instruction for the next several weeks.
October 2020	January 2021	Instructional coach will provide coaching to individual teachers on a voluntary and assigned (by administrator) basis.
November 2020	November 2020	Faculty will have an opportunity to share strategies that have been successfully implemented targeting student engagement/collaboration at the November faculty meeting.
December 2020	December 2020	OpenUp-provided professional development visit to provide support with curriculum implementation.
December 2020	December 2020	Department check-in survey regarding implementation of coaching and new curriculum. Discuss impact of newly implemented strategy in classroom.

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
i-Ready Diagnostic #2	19% of students in grades 7 & 8 met their annual stretch growth target (path to proficiency).	50% of students in grades 7 & 8 will meet their annual stretch growth target in i-Ready.
Mid-Year Student Survey		40% of students will agree or strongly agree that "teachers expect them to do their best all the time."

Planning for January to June

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

Start	End	Action
January 2021	February 2021	During the Diagnostic #2 discussion at the department meeting, instructional coaches and teachers will pinpoint students with specific growth needs, and coaches will visit the classrooms in which these

Math Goal

		students are placed to identify additional strategies to help these students.
January 2021	February 2021	Schedule peer observations in classrooms. Specifically focus on implementation of new curriculum.
January 2021	June 2021	Administrators will continue to complete weekly walkthroughs for teachers reviewing implementation of new curriculum and looking for pattern-based data on student engagement/collaboration. Administrators will provide actionable feedback to teachers on next steps for improvement.
February 2021	February 2021	OpenUp-provided professional development visit to provide support with curriculum implementation.
February 2021	March 2021	During the monthly meetings in February and March, instructional coaches and teachers will revisit these students identified in the January meeting and determine whether the strategies were beneficial to students or new strategies need to be attempted.
March 2021	March 2021	Discuss peer observations at monthly department meeting. Each Math teacher will bring samples of student work (high and low) to March department meeting to share and critique for student engagement/collaboration strategies. Use student work protocol to sort student work and reflect on instructional changes/supports needed.
March 2021	April 2021	AIS teachers will share instructional grouping data and feedback on student performance with teachers.
April 2021	April 2021	OpenUp-provided professional development visit to provide support with curriculum implementation.
April 2021	May 2021	Implement i-Ready final diagnostic
May 2021	May 2021	Discuss i-Ready final results and make summer school recommendation for students who do not show adequate growth.
June 2021	June 2021	Complete department reflection and begin discussions for planning 2021-2022.

Addressing COVID-19 Related Challenges – Math Goal

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Shift to virtual instruction	Instructional Coaching	Ongoing (district is already providing weekly support hours and trainings)
Implementation of curriculum virtually	Vendor-based training	This is built into the purchase of the selected curriculum as a consideration for

Math Goal

		future needs. Training will take place in Summer 2020.
Administering the i-Ready diagnostic from at home.	Curriculum Associates and MORIC support needed for logistics and reliability/validity of diagnostic results.	The district considered this for May 2020, but decided against it, but has the planning in process should this need to occur in September 2020.

Chronic Absenteeism 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)										
80% of staff will agree or strongly agree that the administration at Case Middle School use staff voices in decision-making.	<p>Results below are from 2020 Spring Staff Climate Survey. School staff responded to the statement “the administration at this school uses staff voices in decision making (instruction, discipline policy, etc.):”</p> <p>14% Strongly Agree 36% Agree 36% Neutral 10% Disagree 2% Strongly Disagree</p>										
	<div><div><div>«</div><div>The administration at this school uses staff voices in decision making (instruction, discipline policy, etc.).</div><div>»</div></div><div><div>3.50</div><div>Case Middle School Median</div><div><div>DISTRIBUTION OF SURVEY RESPONSES</div><div><div>Does Not Apply</div><div>Strongly Agree 14%</div><div>Agree 36%</div><div>Neither Agree Nor Disagree (Neutral) 36%</div><div>Disagree 10%</div><div>Strongly Disagree</div></div></div></div></div>										
	<p>Based on informal Mid-Year Teacher Satisfaction Survey conducted by Case administrators during January faculty meeting, 47.7% of teachers rated their satisfaction with their job as a 4 or greater on a 5-point scale. An additional 40.9% rated their satisfaction with their job as a 3 out of 5.</p>										
	<p>Spring 2019 Instructional Staff Climate Survey results</p> <table><thead><tr><th></th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr></thead><tbody><tr><td>This school inspires me to do the very best at my job.</td><td>10% 35%</td><td>41% 45%</td><td>44% 16%</td><td>3% 2%</td></tr></tbody></table>		Strongly Agree	Agree	Disagree	Strongly Disagree	This school inspires me to do the very best at my job.	10% 35%	41% 45%	44% 16%	3% 2%
	Strongly Agree	Agree	Disagree	Strongly Disagree							
This school inspires me to do the very best at my job.	10% 35%	41% 45%	44% 16%	3% 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?)
The staff at Case Middle School do not feel strongly that their voices are valued in the decision-making process. From the 2020 Spring Climate Survey, only 50% of school staff agree or strongly agree that	This is pervasive through the entirety of the building.

Chronic Absenteeism or School-Selected Goal

administration include them in the professional development planning process. Teachers, parents, and students felt that staff and students in the building do not take ownership of the school aesthetics. Teachers have shared that they have little to no time to observe their peers to gain new ideas, but that those who were given this opportunity last year found it very beneficial.	
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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
September 2020	September 2020	Administration will host a Site-Based Committee meeting to begin developing plans to support the school community for this school year. One topic that will be discussed is the creation of a committee to support school beautification and school pride. This committee will have at least 3 teachers represented and an additional non-instructional staff member.
September 2020	October 2020	Administration will attend one department meeting and one team meeting for each department and each team to clarify expectations and gather input from staff.
September 2020	December 2020	Engage all Case MS staff in a book study using John Meehan's <i>EDrenaline Rush</i> during faculty meetings. We will utilize this book study for staff to solicit/share ideas to bring into their classrooms.
September 2020	December 2020	One week prior to each faculty meeting, administration will ask staff for topic suggestions at upcoming faculty meeting.
September 2020	December 2020	Administration will do a staff shout-out activity at the beginning of each faculty meeting to recognize staff members as an important part of our school community. Administrators will also engage staff in a short team-building activity at each faculty meeting to support teamwork and unity. Teachers will be reminded at each faculty meeting to continue to fill out "Caught Leading" cards for staff in the building who demonstrated exceptional leadership. Administration will recognize staff at each faculty meeting who received the most "Caught Leading" cards and the staff member who wrote the most "Caught Leading" cards and will present them each with a gift.
October 2020	October 2020	Bring staff delegation to attend the New York State Middle School Association Annual Conference.
October 2020	December 2020	Staff will engage in at least one peer observation, looking for unique instructional delivery ideas or inspiration for their classrooms.
November Faculty Meeting 2020	November Faculty Meeting 2020	Ask staff who attended NYSMSA conference to share out their takeaways. Have all staff identify one thing they would like to try new in their classrooms/in the building.
November 2020	November 2020	Each lead teacher will do peer observations within their department to focus on data protocol element and then debrief and review at department meeting new instructional ideas/strategies to propose.

Chronic Absenteeism or School-Selected Goal

November 2020	November 2020	School beautification committee members will meet to determine a focus and set goals for the current school year. This committee will include teachers, students, and parents.
November 2020	December 2020	Administration will attend one department meeting and one team meeting for each department and each team to clarify expectations and gather input from staff.
November 2020	December 2020	Staff will reflect on their peer observations and share out their inspirations and ideas acquired at department and team meetings.

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
Staff Check-In Survey	62%	70% of staff will agree or strongly agree that the administration use staff voices in decision-making.

Planning for January to June

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

Start	End	Action
January 2021	March 2021	Staff will engage in at least one peer observation, looking for unique instructional delivery ideas or inspiration for their classrooms.
January 2021	June 2021	One week prior to each monthly faculty meeting, administration will ask staff for topic suggestions at upcoming faculty meeting.
January 2021	June 2021	Administration will do a staff shout-out activity at the beginning of each monthly faculty meeting to recognize staff members as an important part of our school community. Administrators will also engage staff in a short team-building activity at each faculty meeting to support teamwork and unity. Teachers will be reminded at each faculty meeting to continue to fill out "Caught Leading" cards for staff in the building who demonstrated exceptional leadership. Administration will recognize staff at each faculty meeting who received the most "Caught Leading" cards and the staff member who wrote the most "Caught Leading" cards and will present them each with a gift.
January 2021	June 2021	Site-based committee and school beautification committee will meet bi-monthly to meet goals and develop plans for next year.
February 2021	March 2021	Staff will reflect on their peer observations and share out their inspirations and ideas acquired at department and team meetings.
February 2021	June 2021	Staff representatives from each department will gather to begin developing a process to address grading inconsistencies among and within

Chronic Absenteeism or School-Selected Goal

		departments. Department representatives will initially gather ideas from all teachers within their department to share out to the entire group. This committee will meet bi-weekly for February and March, then monthly to finalize details. The end goal will be for a 2021-2022 revised grading protocol for the entirety of Case Middle School to which all staff will adhere.
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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
Not having staff in buildings	Staff could visit virtual instructional delivery of colleagues.	Ongoing
NYSMSA canceled	Provide other PD opportunities specific to middle school that might be virtual.	Ongoing

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	Only 22% of students will be chronically absent for the 2020-2021 year.	28.2%

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?)
Students do not feel engaged with the school or the staff, and many of them choose not to attend. Additionally, 84% of students report that students fight a lot at Case Middle School, and this could contribute to an avoidance effect, that, if students do not attend school, they can bypass conflicts or not bear witness to them. This lack of engagement has continued with the COVID-19 closure, with many students not signing on to their Google Classrooms or connecting with teachers in other ways, despite outreach attempts by multiple staff.	This is a systemic problem across the district.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	August 2020	School leaders will review September to March 2019-2020 attendance data to develop three lists: <ol style="list-style-type: none"> 1. Returning students who were chronically absent in 2019-2020. These students will be given Tier 3 supports. 2. Incoming students who are siblings of those who were chronically absent in 2019-2020. These students will be given Tier 2 supports in the first half of the year. 3. Returning students who missed between 8-9% of the instructional days in 2019-2020. These students will be given Tier 2 supports in the first half of the year.
August 2020	August 2020	School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for student and developing expectations for the role of mentor. Case office staff will also reach out to each of these students to welcome them back.

Chronic Absenteeism or School-Selected Goal

		For Tier 2 supports, this will involve communicating to the team of teachers that the child is potentially at-risk for chronic absenteeism and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
September 2020	September 2020	Staff mentors will meet daily with student mentees tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the pupil personnel team.
September 2020	October 2020	<p>Pupil personnel team will meet weekly to review panorama data. At the first meeting of October, they will cover the following four set topics:</p> <ol style="list-style-type: none"> 1. Review attendance data for September and identify students who have missed two or three days of school. Members of PPT will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2. Identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3. Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier2 or Tier 3 supports. 4. Review attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.
September 2020	October 2020	All teachers will be trained on Panorama, in order to support the work the pupil personnel staff are doing with interventions.
October 2020	October 2020	Using Panorama data, PPT will identify three students each to target for support and intervention based on either attendance, behavioral, or academic data.
October 2020	October 2020	Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the PPT. School staff will implement the individualized plans developed by the PPT to address barriers to school attendance. Administration will emphasize the importance of regular school attendance in the quarterly parent newsletter.
October 2020	October 2020	Conduct the Attendance Works self-assessment as a building.
October 2020	November 2020	<p>Pupil personnel team will meet weekly to review panorama data. At the first meeting of November, they will cover the following five set topics:</p> <ol style="list-style-type: none"> 1. Review attendance data for September and October and identify students who have missed four or five days of school. Members of the PPT will identify an adult within the school whom the child has a relationship with to contact families of these students by

Chronic Absenteeism or School-Selected Goal

		<p>phone to discuss the importance of regular school attendance and identify any barriers.</p> <ol style="list-style-type: none"> 2. Review the success of the October individualized attendance plans developed at the last meeting for those that had missed three or four days in September. Determine if supports should continue, increase, or decrease for November. 3. Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for that student. 4. Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 or Tier 3 supports. 5. Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 4 days of school to determine if additional support is needed.
November 2020	November 2020	Dissect the results of the self-assessment during the November faculty meeting. Share with parents during the November monthly educational evening session.
November 2020	November 2020	Work with the Site-Based team to create an attendance campaign for the building using Attendance Works materials.
November 2020	November 2020	Staff mentors will meet daily with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the PPT. School staff will implement the individualized plans developed by the PPT to address barriers to school attendance.
November 2020	December 2020	<p>Pupil personnel team will meet weekly to review panorama data. At the first meeting of December, they will cover the following seven set topics:</p> <ol style="list-style-type: none"> 1. Review attendance data for September, October, and November, and identify students who have missed six or seven days of school. Members of the PPT will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2. Review the October and November attendance data to identify any student that missed four in those two months that did not appear in the lists of those that have missed six or more. Members of the PPT will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 3. Review the attendance of all students that enrolled in October and November to determine if any are showing signs of problematic attendance. Assign supports as needed. 4. Review the success of the November individualized attendance plans developed at the last meeting for those that had missed five or more days in September to October. Determine if supports should continue, increase, or decrease for December.

Chronic Absenteeism or School-Selected Goal

		<ol style="list-style-type: none"> 5. Identify any student that has missed eight or more days thus far. Develop an individualized attendance plan for December for that student. 6. Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 7. Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 6 days of school to determine if additional support is needed.
December 2020	December 2020	The PPT will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the PPT. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.
December 2020	January 2020	<p>Pupil personnel team will meet weekly to review panorama data. At the first meeting of January, they will cover the following five set topics:</p> <ol style="list-style-type: none"> 1. Review attendance data for the year-to-date and identify any child that has missed more than 15% of the days they have been enrolled. Members of the PPT will identify an adult within the school whom the child has a relationship with to contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2. Review the success of the December individualized attendance plans developed at the last meeting for those that had missed eight or more days. Determine if supports should continue, increase, or decrease for January. 3. Identify any student that has missed ten or more days thus far. Develop an individualized attendance plan for January for that student. 4. Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5. Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 8 days of school to determine if additional support is needed.

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>)	All Students	23.7% of students had 9 or more absences at the culmination of Quarter 2	No more than 17% of students will have 9 or more absences at the completion of Quarter 2
No more than 20% of students will have 7 or more absences.	All Students	10% of students identified as "red" or "critical" in Panorama (missing more than 20% of the school year).	No more than 5% of students will identify as "red" or "critical" in Panorama (missing more than 20% of the school year).

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (<i>add additional rows as needed</i>)		
Start	End	Action
January 2021	January 2021	Office staff will generate an attendance information sheet showing the average number of days children at the school have been absent and the number of days that individual student has been absent. This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families with the quarterly newsletter.
January 2021	January 2021	The PPT will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Teachers will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the PPT. School staff will implement the individualized plans developed by the PPT to address barriers to school attendance.
January 2021	January 2021	The PPT will discuss the following at their weekly meetings: <ol style="list-style-type: none"> 1. Analyze the impact of school-wide attendance strategies thus far and identify if other strategies should be considered. 2. Determine if additional items should be considered for future PPT meetings
January 2021	June 2021	Reach out to District Attorney's Office to build a partnership with them to provide outreach to families with chronically absent students.
February 2021	June 2021	The PPT will continue to meet weekly. Staff will continue with identified supports. Additional supports may be provided at the direction of the PPT.
February 2021	June 2021	Should any child record a 15 th day of absence, the child will be placed on "high alert." The PPT will identify a series of strategies to ensure the child limits future absences.
March 2021	April 2021	Office staff will generate an attendance information sheet showing the average number of days children at the school have been absent and the

Chronic Absenteeism or School-Selected Goal

		number of days that individual student has been absent. This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families with the quarterly newsletter.
May 2021	May 2021	The PPT will work with staff to identify a series of strategies to encourage and promote attendance in June.
June 2021	June 2021	The PPT will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining weeks of school.

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)*

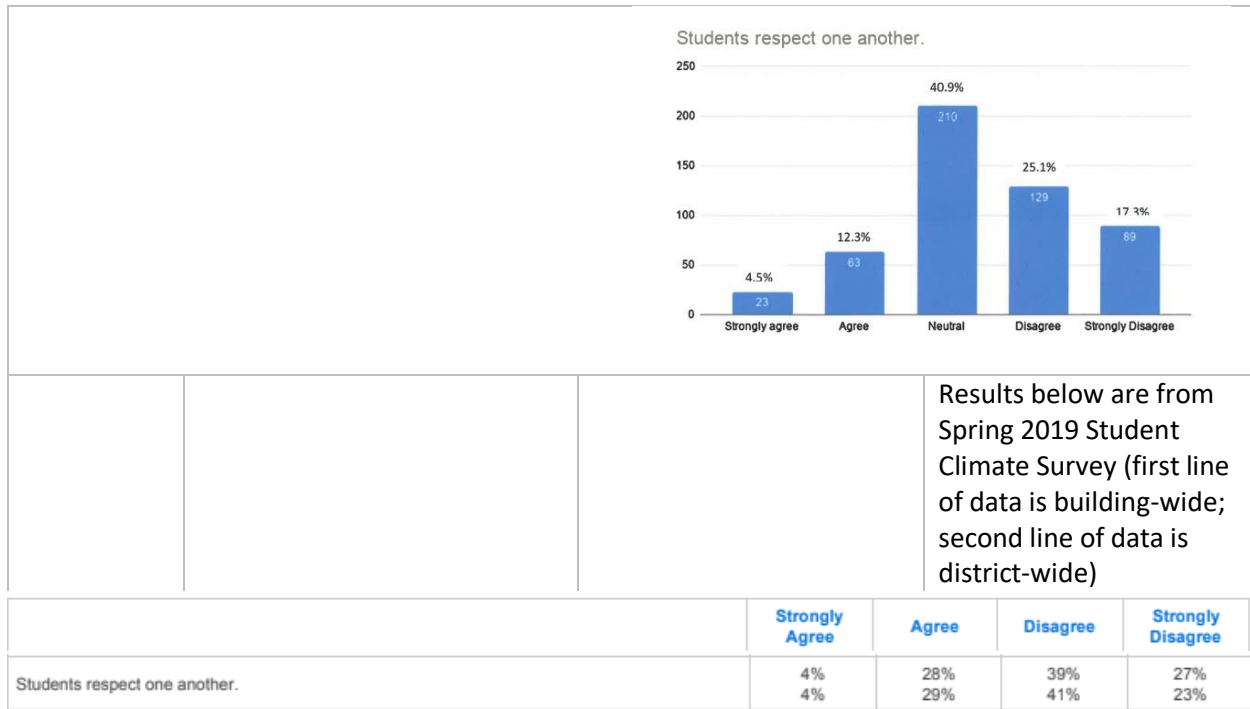
Need	Strategy to Address	When
Attendance guidance if another COVID-19 closure occurs	Await guidance from NYSED/Governor of NYS.	When available
Students may feel less connected to the school.	School spirit activities and community circles will be scheduled during September.	September
Some students may feel anxious about returning to school	Teacher contacts from COVID-19 closure will contact each of their students to discuss their readiness to return to school. For students who may be anxious about returning to school, the teacher will refer them to the school social worker to work with the family to develop an individualized support plan for that student.	August

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)
Students	Most students in my school try to treat other students the way they'd want to be treated.	75% of students will either Strongly Agree or Agree.	Results below are from the Spring 2020 Student Climate Survey. Students responded to the statement “most students in my school try to treat other students the way they’d want to be treated:” 11% Strongly Agree 28% Agree 37% Neutral 17% Disagree 7% Strongly Disagree
			<div><div>«</div><div>Most students in my school try to treat other students the way they'd want to be treated.</div><div>»</div></div> <div><div>3.00</div><div>Case Middle School 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Survey Goal



Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Overall, the results of the climate surveys suggest that students do not have strategies or mindsets to work through conflicts. They do not feel engaged with or connected to staff. Only 41% of students feel that adults treat students respectfully and 36% of students feel that they work on listening to understand what others are trying to say, all key components of creating a positive culture and climate. In a 2019-2020 mid-year check-in, only 16% of students Agreed or Strongly Agreed that students respected one another, but 41% were neutral (should have avoided neutral in the survey). Teachers, parents, and students felt that staff and students in the building do not take ownership of the school aesthetics.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 2020	August 2020	The Positivity Project Committee will meet to prepare calendar of weekly character focuses. Committee will train all faculty on presenting traits and slideshows.
August 2020	August 2020	Administration will invite 8 th grade students to meet and discuss ways to support all students in the cafeteria to make them feel like they belong at Case Middle School.
September 2020	September 2020	Town Hall Meeting #1-First day of school: administrators will present to students expectations at Case, including classroom, hallway, restroom, gymnasium, cafeteria, and assembly behaviors.

Survey Goal

September 2020	September 2020	Assembly for all students focused on achieving goals and respecting one another (BMX Stunt Show)
September 2020	September 2020	Administration will host a Site-Based Committee meeting to begin developing plans to support the school community for this school year. One topic that will be discussed is the creation of a committee to support school beautification and school pride and brainstorm ways in which students can support this committee to gain better respect for their school community.
September 2020	December 2020	Implement Positivity Project one day each week during Encore (period 1) to pay closer attention to instruction on character traits. Discuss these traits with students using a community circle to determine how these traits impact them.
September 2020	December 2020	Identify students of the month based on PBIS character traits (Trustworthiness, Citizenship, Responsibility, Caring, Respect, Fairness). Teams of teachers will present these certificates at their own Town Hall meetings where they will elaborate on how the student achieved this recognition. Parents will be invited to attend award presentations each month.
October 2020	November 2020	Train the remainder of staff on Restorative Practice Community Circles. Implement community circles bi-weekly, either during Positivity Project or as assigned by restorative practices team depending on student/building needs.
October 2020	November 2020	Administration will present to all student clubs to act as ambassadors, supporting other students in the cafeteria to feel like they belong.
October 2020	December 2020	Host monthly town hall meetings with all students to assess for issues and discuss needs of building, etc. and involve them in solution-oriented conversations. Topics will be determined by Positivity Project calendar traits and reiterating rules/expectations dependent on building needs at that time. Administration/teachers will gain student insight through bi-weekly community circles for town hall meeting topics.
November 2020	November 2020	School beautification committee members will meet to determine a focus and set goals for the current school year. This committee will include teachers, students, and parents.
November 2020	December 2021	Begin to train staff on Restorative Circles. Begin implementing restorative circles to have students accept responsibility for their actions and behaviors in the presence of staff, administrators, parents, and other students.

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
Mid-year student survey	60% of students will Agree or Strongly Agree that most students try to treat other students the way they want to be treated.

Survey Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	January 2021	Assembly for all students focused on respecting self, peers, teachers, and parents as well as keeping a positive attitude (Corey the Dribbler)
January 2021	March 2021	Begin working with site-based team and students to develop a peer tutoring program (Case → Wiley or WHS → Case) where students who are recognized as role models for respecting others are able to connect and support other students academically. This can be done virtually, in-person, or a hybrid of both.
January 2021	June 2021	Host monthly town hall meetings with all students to assess for issues and discuss needs of building, etc. and involve them in solution-oriented conversations. Topics will be determined by Positivity Project calendar traits and reiterating rules/expectations dependent on building needs at that time. Administration/teachers will gain student insight through bi-weekly community circles for town hall meeting topics. Administration will move towards having student presenters based on demonstration of Positivity Project character traits.
January 2021	June 2021	Continue to implement Positivity Project one day each week during Encore (period 1) to pay closer attention to instruction on character traits. Discuss these traits with students using a community circle to determine how these traits impact them.
January 2021	June 2021	Continue to identify students of the month based on PBIS character traits (Trustworthiness, Citizenship, Responsibility, Caring, Respect, Fairness). Teams of teachers will present these certificates at their own Town Hall meetings where they will elaborate on how the student achieved this recognition. Parents will be invited to attend award presentations each month.
January 2021	June 2021	Continue to run community circles bi-weekly to gather student voice on school improvement and student needs. Continue to run restorative circles to improve student accountability.
June 2021	June 2021	Spring festival to celebrate students; assembly speaker to encourage teamwork and sportsmanship (The Ultimate Human Board Game)

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 students may feel anxious about returning to school	Hold community circles in the first week of school to discuss factors that are causing anxiety	First week of school

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
 - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
 - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).