



2021-22  
High School  
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mt Vernon City School District	MV STEAM Academy	Sharon Bradley	9-12

## Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

## 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	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
N/A							

## 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
April 28, 2021	X	X			
May 4, 2021	X	X	X		
May 12, 2021	X	X	X	X	X
May 14, 2021	X	X	X	X	X
May 18, 2021	X	X	X	X	X
May 19, 2021	X	X	X	X	X
May 20, 2021	X	X	X	X	X

## TSI School Stakeholder Involvement

### TSI Schools Only

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

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

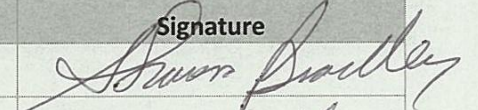
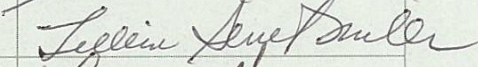

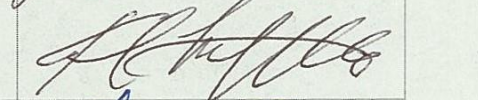



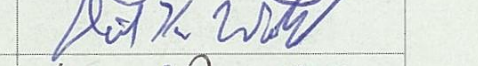
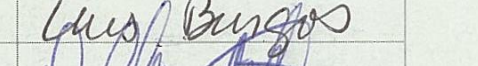

## Stakeholder Involvement Signature Page

### 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	
		4/28	5/4	5/12	5/14	5/18	5/19	5/20			
Sharon Bradley	Principal	X	X								
Lillian Serret – Morales	Assistant Principal	X	X	X	X	X	X	X			
Laura Grosso	Library Media Specialist	X	X	X	X	X	X	X			
Karl Nifontoff	Science Teacher/ Union Representative	X	X	X	X	X	X	X			
T.J. Pufahl	Science Teacher	X	X	X	X	X	X	X			
Donna Rustin	ELA Teacher	X	X	X	X	X	X	X			
Ashley Vazquez	Social Studies Teacher	X	X	X	X	X	X	X			
David Woolley	Social Studies Teacher	X	X	X	X	X	X	X			
Luis Burgos	Parent	X	X	X	X	X	X				
Della Cobb	Parent							X			

## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	Graduation Rate, ELA, Math

**Clearinghouse-Identified**

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

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

## Evidence-based Intervention

**School-Identified**

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

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

## Graduation Rate Goal

### Graduation Rate Goal

#### Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2022 Goal		2019-20 Graduation Rate	
	ALL STUDENTS	4-year	90%	4-year
5-year		8%	5-year	N/A
6-year		2%	6-year	N/A

#### Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
MV STEAM Academy is a new school. Our first graduating class will be in June, 2021.

#### 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
July, 2021	July, 2021	Summer Bridge Program for incoming freshman to prepare them for high school.
Sept. 2021	Sept. 2021	Senior Orientation assembly to review expectations and school resources.
Sept. 2021	Jan. 2022	Regents review courses.
Sept. 2021	Jan. 2022	AVID Elective Teachers provide constant academic and SE support for all students.
Sept. 2021	Jan. 2022	Individual parent and senior student meetings with school counselors to discuss student progress including graduation status, credit requirements and scheduling of student.
Oct. 2021	Dec. 2022	Senior meetings for students who are failing at the Interim Report deadline.
Nov. 2021	Jan. 2022	School Counselors meetings with students who are failing two or more classes at the Quarter 1 and 2 deadlines.
November, 2021	06/30/2022	"Adopt a Senior" – Faculty will select the at-risk seniors, based on midyear grades, and provide academic and SE advisement to keep at-risk seniors focused.



## Graduation Rate Goal

<b>July, 2021</b>	August, 2021	Credit Recovery Program, held at STEAM Academy, for students who are deficient in credit accumulation to meet graduation requirements.
<b>Nov, 2021</b>	Jan, 2022	Career Days throughout the Fall with professionals meeting with students to expose students to various careers.

### Mid-Year Benchmark

**Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.**

Cohort Group	On-Track in January 2021	January 2022 Target
4-year	N/A	100%
5-year	N/A	
6-year	N/A	

### Planning for January to June

**If the school is successful in achieving its Mid-Year Benchmarks, 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
01/01/2022	06/30/2022	AVID Elective Teachers provide constant academic and SE support for all students.
01/01/2022	06/30/2022	Teachers will administer several Practice Regents Review Exams and reteach concepts/portions as necessary.
01/01/2022	06/30/2022	School Counselor check-ins with “at-risk” seniors.
01/01/2022	06/30/2022	Academic Power Hour and Saturday School
02/01/2022	06/30/2022	“Adopt a Junior” – Faculty will select the at-risk juniors, based on midyear grades, and provide academic and SE advisement to keep at-risk students focused.

### 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
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Graduation Rate Goal

<b>Regents Review</b>	Offer regents review through remote learning. Teachers will include online review resources.	January – June, 2022
<b>Students need more Social and Emotional Support.</b>	Continue Wellness Wednesdays and incorporate mental well-being check-ins.	September – June, 2022
<b>Make students more aware of services and opportunities that are available to them.</b>	Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements.	September – June, 2022

## ELA Goal

### ELA Goal

#### Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use “All Students.” TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2018-19 Annual ELA Regents Results	2019-20 Annual ELA Regents Results	2021-22 Goal
	1*	%	N/A	0%
	2*	%	N/A	10%
	3	%	N/A	5%
	4	%	N/A	5%
	5	100%	N/A	80%

*\*For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school’s ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

#### Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
For the 2018-19 school year we did not have 11 <sup>th</sup> grade students. The English 2 Honors students took the ELA Regents, resulting in a 100% passing rate. Due to Covid, the ELA Regents was not administered in 2020-21.

#### 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
09/01/2021	01/01/2022	English 3 curriculum is centered around the NYS Learning Standards for ELA preparing students for the reading comprehension section, an argument essay and task analysis.
09/01/2021	01/01/2022	Teachers will immerse students in all areas of ELA reading, writing, listening and speaking skills. Students will receive on going instruction in critical reading and thinking, argumentation and rhetorical analysis.
09/01/2021	01/01/2022	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program.

## ELA Goal


### Mid-Year Benchmark

**Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.**

Assessment	January 2021 Performance	January 2022 Target
Common Assessments	68%	80%

### Planning for January to June

**If the school is successful in achieving its Mid-Year Benchmarks, 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
01/01/2022	6/30/2022	English 3 curriculum is centered around the NYS Learning Standards for ELA preparing students for the reading comprehension section, an argument essay and task analysis.
01/01/2022	6/30/2022	Teachers will immerse students in all areas of ELA reading, writing, listening and speaking skills. Students will receive ongoing instruction in critical reading and thinking, argumentation, and rhetorical analysis.
01/01/2022	6/30/2022	Teachers will identify struggling students in need of remediation and schedule them for the Academic Power Hour and Sat School Program.
01/01/2022	6/30/2022	Teachers will administer several Practice Regents Review Exams and reteach concepts/portions as necessary.

### 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**

ELA Goal

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
<b>To continue to offer Regents Review through remote learning</b>	Techers will include online review resources offered by Khan Academy, WCNY and PBS.	January – June, 2022
<b>Students need more Social and Emotional Support.</b>	Continue Wellness Wednesdays and incorporate mental well-being check-ins.	September – June, 2022
<b>Make students more aware of services and opportunities that are available to them.</b>	Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements	September – June, 2022
<b>Pits &amp; Peaks Do Now</b>	Give students an opportunity to privately let teachers know what is going on in their lives via Zoom.	September – June, 2022

## Math Goal

### Math Goal

#### Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

#### Algebra (required)

Subgroup	Levels	2018-19 Annual Algebra Regents Results	2019-20 Annual Algebra Regents Results	2021-22 Goal
	1*	2%	N/A%	0%
	2*	13%	N/A%	10%
	3	75%	N/A%	65%
	4	10%	N/A%	25%
	5	%	%	%

#### Geometry (optional)

Subgroup	Levels	2018-19 Annual Geometry Regents Results	2019-20 Annual Geometry Regents Results	2021-22 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

*\*For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

#### Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (and Geometry, if applicable)?	Is this specific to certain sections of the school (grade/content area)?
There seems to be a disconnect between the content within the Algebra curriculum and practical applications in our student's day-to-day scenarios.	Our district offers Algebra in 8 <sup>th</sup> grade so

Math Goal

	anyone taking it in our school is a repeater.
<b>Up until the recent shift in the paradigm of mathematics education, classes and instruction have been catered towards procedural computation, as opposed to deeper creativity and understanding. Without the “why?”, there seems to exist a disconnect regarding the “how?” and ‘how-come?’ regarding algebra.</b>	No

Action Plan: August to January

<b>What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
09/01/2021	01/01/2022	Within the STEAM school, concerted efforts are made across curriculum to incorporate logic in real world applications.
09/01/2021	01/01/2022	AVID classes tutorials will focus around Algebra & Geometry
09/01/2021	01/01/2022	Supporting students by using best practices and lessons developed during PLC meetings and STEAM specific staff development days
09/01/2021	01/01/2022	½ Day STEAM Challenge Days which focus on different areas of Algebra & Geometry content.
09/01/2021	01/01/2022	Expand cooperation with local colleges and universities, such as Lehman College, which expose students to fundamental concepts of Algebra & Geometry in real life scenarios.
09/01/2021	01/01/2022	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program.

Mid-Year Benchmark

<b>Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</b>		
<b>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.</b>		
<b>Assessment</b>	<b>January 2021 Performance</b>	<b>January 2022 Target</b>

## Math Goal

<b>Common Assessments between September and January</b>	59%	75%

### Planning for January to June

<b>If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)</b>		
Start	End	Action
01/01/2022	6/30/2022	Within the STEAM school, concerted efforts are made across curriculum to incorporate algebra within all content areas.
01/01/2022	6/30/2022	AVID classes focus attention of annual SDG (Sustainable Development Goal) in which the emphasis is based around algebraic logic in real world situations.
01/01/2022	6/30/2022	Supporting students by using best practices and lessons developed during PLC meetings and STEAM specific staff development days
01/01/2022	6/30/2022	½ Day STEAM Challenge Days which focus on different areas of Algebra & Geometry content.
01/01/2022	6/30/2022	Expand cooperation with local colleges and universities which expose students to fundamental concepts of Algebra in real life scenarios.
01/01/2022	6/30/2022	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program and Saturday Academy.

### Addressing COVID-19 Related Challenges

<b>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)</b>		
Need	Strategy to Address	When
<b>To continue to offer Regents Review through remote learning</b>	Techers will include online review resources offered by Khan Academy, WCNY eMathInstruction and Delta Math	January – June, 2021
<b>Students need more Social and Emotional Support.</b>	Continue Wellness Wednesdays and incorporate mental well-being check-ins.	September – June, 2022
<b>Make students more aware of services and opportunities that are available to them.</b>	Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements	September – June, 2022



## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parents	Teachers regularly inform me about how my child is doing academically.	85%	29%

### Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
The school recognizes that we need to focus on increasing parent participation in events such as Back to School Night and Report Card Nights, at which time parents can meet with teachers to discuss their child's academic performance.

### 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
09/01/2021	01/01/2022	The school will communicate more with Blackboard calls in English and Spanish
09/01/2021	01/01/2022	The school will increase communication through email, Schoology and written correspondence.
09/01/2021	01/01/2022	The parent of any student who is failing a class will receive a letter notifying them that the student is failing prior to report card night. The letter will strongly urge the parent to attend Report Card Night or make an appointment to speak to the teacher.
09/01/2021	01/01/2022	Monthly PTSA Meetings
09/01/2021	10/21/2021	Counselors will host Senior Night to meet with students regarding financial aid & college applications.
09/01/2021	01/01/2022	In addition to in-person Report Card Night and/or Back-to-School Night, schedule a half day of classes & set up Zoom meetings or telephone conferences by appointment between the student, parent and teacher.

## Survey Goal

### Mid-Year Benchmark

<b>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.</b>	
<b>Add additional rows when necessary if there are multiple targets across multiple sources of data.</b>	
Data Source	January 2022 Target
<b>Sign-in sheets from Back-to-School Night and November Report Card Night</b>	The school will review the sign-in sheets to see if there is an increase in parent participation.

### Planning for January to June

<b>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)</b>		
Start	End	Action
<b>01/01/2022</b>	06/30/2022	The school will increase communication through Schoology, Blackboard telephone and email notices and written correspondence.
<b>02/01/2022</b>	02/28/2022	The parent of any student who is failing a class will receive a letter notifying them that the student is failing prior to report card night. The letter will strongly urge the parent to attend Report Card Night or make an appointment to speak to the teacher.
<b>02/01/2022</b>	02/01/2022	The school will host our annual Parent Involvement Day.
<b>01/01/2022</b>	06/30/2022	Monthly PTSA Meetings.
<b>02/01/2022</b>	02/28/2022	In addition to in-person Report Card Night and/or Back-to-School Night, schedule a half day of classes & set up Zoom meetings or telephone conferences by appointment between the student, parent and teacher.

### Addressing COVID-19 Related Challenges

<b>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)</b>		
Need	Strategy to Address	When
<b>Remote parental involvement.</b>	In lieu of Report Card Night and/or Back-to-School Night, set up Zoom or telephone conferences by appointment between the student, parent and teacher.	On the corresponding dates.

Survey Goal

<b>Remote MV STEAM Award Ceremonies.</b>	Hold various award ceremonies via Zoom to recognize Honor Roll Students, Undergraduate Awards and Senior Convocation.	On the corresponding dates.

ELP Goal

ELP

N/A

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

June 2021 Goal	2018-19 ELP Success Ratio

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)

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

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

ELP Goal

Planning for January to June

<b>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)</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>

Addressing COVID-19 Related Challenges

<b>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)</b>		
<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>

## Chronic Absenteeism Goal

### Chronic Absenteeism N/A

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate

### 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?)

### 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

## Chronic Absenteeism Goal

### 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
% of students with 9 or more absences			

### 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

### 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

College, Career, and Civic Readiness N/A

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index

Root Causes

<p><b>What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.</b></p>

Targeted Monitoring

<p><b>Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based what the school sees as the likely results at the end of the 2020-21 school year.</b></p>
<p><b>Initial Anticipated Score of 2017 cohort</b></p>
<p>Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.</p>
<p>Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.</p>
<p><b>Readiness Measure to receive additional support and monitoring</b></p>
<p><i>Ex. Score of 3 or higher on AP exam</i></p>



Action Plan: August to January

**What will the school do in the first half of the year to address root causes and support the readiness measures identified above?  
(add additional rows as needed)**

Start	End	Action

Mid-Year Benchmark

**For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved.**

**The school's mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated**

Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-year 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 root causes and support the readiness measures identified previously ? (add additional rows as needed)**

Start	End	Action

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

## Submission Assurances

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

1. X  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. X  As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3. X  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. X  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto:SCEP@nysed.gov) the following documents:

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

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

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