



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon	Hamilton	Jennifer Wesolowski	K-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						

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			
6/3/20	X	X			
6/9/20	X	X			
6/11/20	X	X			
6/12/20		X	X	X	X
6/15/20			X	X	X
6/16/20			X	X	X
6/23/20		X		X	X
6/24/20	X	X	X	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	

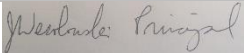
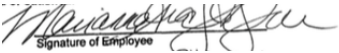

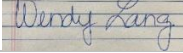

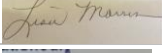
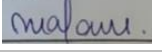
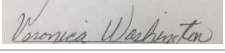

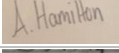
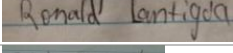
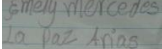
Stakeholder Involvement Signature Page

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
		6/3	6/9	6/11	6/12	6/15	6/16	6/23	6/24	
Jennifer Wesolowski	Principal	X	X	X	X	X	X	X	X	
Marianna Anastasiou	Teacher	X	X	X	X	X	X			 <small>Signature of Employee</small>
Kathryn Gannon	Teacher	X	X	X	X	X	X			
Wendy Lang	Teacher	X	X	X	X	X	X			
Thalia Langley	Teacher	X	X	X	X	X	X			<small>Signature:</small> 
Lisa Morris	Teacher	X	X	X	X	X	X			
Maria Sigourney	Parent Liaison	X	X	X		X	X			
Veronica Washington	Grandmother of student				X					
Rochelle Washington	Grandmother of student							X		
Amelia Hamilton	Student								X	
Ronald Lantigua	Student								X	
Emely La Paz	Student								X	

Evidence-Based Intervention

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

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

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

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

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

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

✓ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Restorative Justice
SCEP Goal(s) this strategy will support	<p>Survey Goal: By June 26th, 2021, 95% Hamilton of students will have participated in a comprehensive and coherent curriculum that incorporates research-based practices aligned to the district and school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of Social Emotional Learning developmental health.</p> <p>Chronic Absenteeism Goal: Hamilton students will maintain a 96% Positive Attendance rate for the 2020-2021 school year. Hamilton chronically absent students will improve their attendance by 10% from the prior year.</p>
Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.

Evidence-based Intervention

	<p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED ELA rubric and facilitates student ownership of learning.</p> <p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p>
Strategy Identified	Early Warning Intervention and Monitoring System- RTI MTSS
SCEP Goal(s) this strategy will support	<p>Chronic Absenteeism Goal: Hamilton students will maintain a 96% Positive Attendance rate for the 2020-2021 school year. Hamilton chronically absent students will improve their attendance by 10% from the prior year.</p> <p>Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.</p> <p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on NYSED ELA rubric and facilitates student ownership of learning.</p> <p>Survey Goal: By June 26th, 2021, 95% Hamilton of students will have participated in a comprehensive and coherent curriculum that incorporates research-based practices aligned to the district and school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of Social Emotional Learning developmental health.</p> <p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p>



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	Peer Tutoring and Response Groups
SCEP Goal(s) this strategy will support	<p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p> <p>Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.</p>

Evidence-based Intervention

	ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on NYSED ELA rubric and facilitates student ownership of learning.
Clearinghouse used and corresponding rating	
✓	What Works Clearinghouse
	✓ 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
	<input type="checkbox"/> Rating: Promising
Strategy Identified	Fast For Word
SCEP Goal(s) this strategy will support	<p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p> <p>Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.</p> <p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED ELA rubric and facilitates student ownership of learning.</p>
Clearinghouse used and corresponding rating	
✓	What Works Clearinghouse
	✓ 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
	<input type="checkbox"/> Rating: Promising
Strategy Identified	Literature Learning Logs
SCEP Goal(s) this strategy will support	<p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p> <p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on NYSED ELA rubric and facilitates student ownership of learning.</p>
Clearinghouse used and corresponding rating	
✓	What Works Clearinghouse
	✓ Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work

Evidence-based Intervention

	<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
	<input type="checkbox"/>	Rating: Promising
Strategy Identified	Positive Action	
SCEP Goal(s) this strategy will support	<p>Survey Goal: By June 26th, 2021, 95% Hamilton of students will have participated in a comprehensive and coherent curriculum that incorporates research-based practices aligned to the district and school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of Social Emotional Learning developmental health.</p> <p>Chronic Absenteeism Goal: Hamilton students will maintain a 96% Positive Attendance rate for the 2020-2021 school year. Hamilton chronically absent students will improve their attendance by 10% from the prior year.</p>	
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 checked="" type="checkbox"/>	Blueprints for Healthy Youth Development	
	<input type="checkbox"/>	Rating: Model Plus
	<input checked="" type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

School-Identified

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

Strategy Identified	NYSED Rubric Based Academic Feedback
SCEP Goal(s) this strategy will support	<p>Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.</p> <p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED ELA rubric and facilitates student ownership of learning.</p>

Evidence-based Intervention

	<p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p>
<p>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</p>	<p>The Danielson Rubric identifies “Academic Feedback” as one of the domains that promotes excellence in teaching and learning.</p>

<p>Strategy Identified</p>	<p>Advancement Via Individual Determination (AVID)</p>
<p>SCEP Goal(s) this strategy will support</p>	<p>ELP Goal: By June 2021, 95% of ELLs will earn one NYSED progress point.</p> <p>Chronic Absenteeism Goal: Hamilton students will maintain a 96% Positive Attendance rate for the 2020-2021 school year. Hamilton chronically absent students will improve their attendance by 10% from the prior year.</p> <p>Math Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.</p> <p>ELA Goal: By June 26th, 2021 95% of Hamilton students will implement regular and explicit rubric based feedback that is based on the NYSED ELA rubric and facilitates student ownership of learning.</p>
<p>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</p>	<p>AVID is a non-profit that provides powerful and proven teacher and leader professional development that results in the provision of a highly successful in-school academic support system of rigor for K-16 students which places underachieving high-risk students in a college preparatory program to prepare them to go to and succeed in college, career and life. Rated as “strong evidence” by the National Dropout Prevention Center.</p>

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
Economically disadvantaged students	By June 26th, 2021 95% of Hamilton K-8 students will implement regular and explicit rubric based feedback that is based on the NYSED ELA rubric and facilitates student ownership of learning.	The Hamilton ELA Achievement Index was 121.5.

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?)
NYSED only has short answer rubrics for grades 3-8. Students and teachers need a modified ELA rubric that is horizontally and vertically aligned to be used across grade levels that facilitates and promotes student ownership of learning based on teacher feedback.	It is across all grade levels and content areas as well.
One to one and small group conference structures must be built in to RTI time to achieve this goal.	All grades/ content areas.
Appropriate time allotment is needed to implement these objectives.	All grades/ content areas.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/2020	9/2020	Teachers in grades K, 1, and 2 will create an ELA rubric based on the NYSED grades 3-8 rubric.
9/8/2020	10/2020	Teachers in grades 3-8 will re-introduce the NYSED based ELA rubric to the students.
9/8/2020	1/2021	Students will create Literature Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
9/8/2020	1/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
9/8/2020	10/2020	Teachers in grades K, 1, and 2 will introduce the staff created (NYSED based) ELA rubric to the students.
9/8/2020	1/2021	Teachers will assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative

ELA Goal

		assessments, student artifacts, and additional data sources in professional learning communities.
9/8/2020	1/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.
10/15/20	1/2021	Teachers will provide one to one and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.
10/15/20	1/2021	Teachers will facilitate student ownership of learning by using various methods of data and anecdotal information.
10/15/20	1/2021	Teachers and students will engage in conferences to reevaluate and update their learning goals every six weeks.
10/15/20	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.
10/2020	1/2021	Teachers in grades K-2 will provide explicit rubric based feedback on ELA topic exams.
10/2020	1/2021	Teachers in grades 3-8 will provide explicit rubric based feedback on ELA assignments and topic exams.
10/2020	1/2021	Students in grades 3-8 will use the assignment rubric based feedback to set ELA goals for the topic assessment.

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 MOY Assessment	According to January 2020 MOY I-Ready data students scored as follows :35% of the students were tier 1, 45% of the students were tier 2 and 19% of the students were tier 3.	10% of tier three students identified in the September 2020 BOY will move to tier two.

ELA 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
1/2021	6/15/2021	Teachers will provide one to one and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.
1/2021	6/15/2021	Teachers will facilitate student ownership of learning by using various methods of data and anecdotal information.
1/2021	6/15/2021	Teachers and students will engage in conferences to reevaluate and update their learning goals every six weeks.
1/2021	6/15/2021	Teachers will meet across grade levels at PLCs and PD sessions to strengthen the use of rubric based academic feedback.
1/2021	6/2021	Students will create Literature Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
1/2021	6/15/2021	Teachers in grades K-2 will provide explicit rubric based feedback on ELA topic exams.
1/2021	6/15/2021	Teachers in grades 3-8 will provide explicit rubric based feedback on ELA assignments and topic exams.
1/2021	6/15/2021	Students in grades 3-8 will use the rubric to set ELA goals for the topic assessments.
1/2021	6/15/2021	Teachers will assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative assessments, student artifacts, and additional data sources in professional learning communities.
1/2021	6/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
1/2021	6/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.
1/2021	6/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.

ELA Goal

Addressing COVID-19 Related Challenges – ELA Goal

<p>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></p>		
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>
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year
Professional development for parents	Provide online training for the various distance learning platforms	Throughout the year
PD for teachers as to how to conduct online conferencing in order to help students implement rubric based feedback.	Online conferencing in order to help students implement rubric based feedback.	September, as needed throughout the year

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
Economically disadvantaged students	By June 26th, 2021 95% of Hamilton K-8 students will implement regular and explicit rubric based feedback that is based on the NYSED math rubric and facilitates student ownership of learning.	The Hamilton Math Achievement Index was 126.1.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
NYSED only has short answer rubrics for grades 3-8. Students and teachers need a modified math rubric that is horizontally and vertically aligned to be used across grade levels that facilitates and promotes ownership of learning based on teacher feedback.	It is across all grade levels and content areas as well.
One to one and small group conference structures must be built in to RTI time to achieve this goal.	All grades/ content areas.
Appropriate time allotment to implement these objectives.	All grades/ content areas.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/2020	9/8/2020	Teachers in grades K, 1, and 2 will create a math rubric based on the NYSED grades 3-8 rubric.
9/8/2020	10/2020	Teachers in grades 3-8 will re-introduce the NYSED based math rubric to the students.
9/8/2020	10/2020	Teachers in grades K, 1, and 2 will introduce the staff created (NYSED based) math rubric to the students.
9/8/2020	1/2021	Teachers will assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative assessments, student artifacts, and additional data sources in professional learning communities.
9/8/2020	1/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.

Math Goal

9/8/2020	1/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.
9/8/2020	1/2021	Students will create Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
10/15/20	1/2021	Teachers will provide 1:1 and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.
10/15/20	1/2021	Teachers will facilitate student ownership of learning by using various methods of data and anecdotal information.
10/15/20	1/2021	Teachers and students will engage in conferences to reevaluate and update their learning goals every six weeks.
10/15/20	1/2021	Teachers will meet across grade levels at PLCs and PD sessions to strengthen the use of rubric based academic feedback.
10/2020	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.
10/2020	1/2021	Teachers in grades K-2 will provide explicit rubric based feedback on math topic exams.
10/2020	1/2021	Teachers in grades 3-8 will provide explicit rubric based feedback on math assignments and topic exams.
10/2020	1/2021	Students in grades 3-8 will use the assignment rubric based feedback to set math goals for the topic assessment.
10/2020	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

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
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Math Goal

I-Ready MOY Assessment	According to January 2020 MOY I-Ready data students scored as follows :29% of the students were tier 1, 54% of the students were tier 2 and 17% of the students were tier 3.	10% of tier three students identified in the September 2020 BOY will move to tier two.

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
1/2021	6/15/2021	Teachers will provide 1:1 and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.
1/2021	6/15/2021	Teachers will facilitate student ownership of learning by using various methods of data and anecdotal information.
1/2021	6/15/2021	Teachers and students will engage in conferences to reevaluate and update their learning goals every six weeks.
1/2021	6/15/2021	Teachers will meet across grade levels at PLCs and PD sessions to strengthen the use of rubric based academic feedback.
1/2021	6/15/2021	Teachers in grades K-2 will provide explicit rubric based feedback on math topic exams.
1/2021	6/15/2021	Teachers in grades K-2 will provide explicit rubric based feedback on math topic exams.
1/2021	6/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
1/2021	6/15/2021	Teachers in grades 3-8 will provide explicit rubric based feedback on math assignments and topic exams.
1/2021	6/15/2021	Students in grades 3-8 will use the rubric to set math goals for the topic assessments.
1/2021	6/15/2021	Teachers will assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative assessments, student artifacts, and additional data sources in professional learning communities.
1/2021	6/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

Math Goal

1/2021	6/2021	Students will create Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
1/2021	6/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.

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>
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year
Professional development for parents	Provide online training for the various distance learning platforms	Throughout the year
PD for teachers as to how to conduct online conferencing in order to help students implement rubric based feedback.	Online conferencing in order to help students implement rubric based feedback.	September, as needed throughout the year

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By June 2021, 95% of ELLs will earn one NYSED progress point.	.9 is a level two for the 2018-2019 school year per the NYS Report Card.

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?)
English Language Learner students need more exposure to writing tasks and rubrics that match the rigor and formatting of the state exams.	Throughout all grade levels and content areas.
English Language Learner students are able to use state approved bilingual glossaries in their own language for every exam except ELA.	Throughout all grade levels and content areas.
English Language Learner students often travel during the summer and miss enrichment and learning opportunities provided by the school.	Throughout all grade levels and content areas.
Historically students have not taken a mock NYSESLAT exam.	Throughout all grade levels and content areas.

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
9/8/2020	1/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.
9/8/2020	1/2021	Students will create Literature Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
9/8/2020	1/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
9/8/2020	1/2021	Teachers will analyze 2019 NYSESLAT data and determine interventions. Teachers will frequently assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative assessments, student artifacts, and additional data sources in professional learning communities.

ELP or School-Selected Goal

10/2020	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.
9/2020	1/2021	Teachers will provide one to one and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.

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
District created mock NYSESLAT.	According to January 2020 MOY I-ready data students scored as follows :35% of the students were tier 1, 45% of the students were tier 2, and 19% of the students were tier 3.	By January 2021, 50% of the students will be performing at tier 1, 40% of the students will be tier 2 and 10% of the students will be tier 3.

Planning for January to June

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

Start	End	Action
1/2021	6/2021	Students will create Literature Learning Logs that require them to respond in writing to prompts or questions that are later shared in small groups or with a partner.
1/2021	6/2021	Teachers will create and facilitate a mock NYSESLAT assessment. Then teachers will analyze the data and adjust interventions accordingly. Teachers will frequently assess student progress towards mastery and adjust interventions accordingly by analyzing formative and summative assessments, student artifacts, and additional data sources in professional learning communities.
1/2021	6/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

ELP or School-Selected Goal

1/2021	6/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
1/2021	6/2021	Teachers will provide one to one and small group feedback during RTI and content classes to assist students with monitoring and goal setting. Students will give feedback to each other via peer tutoring pairs and peer response groups.
1/2021	6/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.

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
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year
Professional development for parents	Provide online training for the various distance learning platforms	Throughout the year
PD for teachers as to how to conduct online conferencing in order to help students implement rubric based feedback.	Online conferencing in order to help students implement rubric based feedback.	September, as needed throughout the year
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Chronically absent students.	Chronic Absenteeism Goal: Hamilton students will maintain a 96% Positive Attendance rate for the 2020-2021 school year. Hamilton chronically absent students will improve their attendance by 10% from the prior year.	22.7% or a level two per the NYS Report Card.

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?)
Parents have multiple children within the home who need their care and attention, often making it difficult to get students to school on time or at all.	K-6
A student or family member becomes ill or a parent cannot bring student to school due to illness in the home.	K-6
Students avoid coming to school because they do not feel confident about their academics.	K-6

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
9/2020	1/2021	Teacher will monitor and record student attendance daily. Teachers will generate bi-monthly attendance reports to monitor absenteeism trends.
9/2020	1/2021	Teachers, administrators, and support staff will follow a chain of command protocol to address chronic absenteeism.
9/2020	1/2021	Virtual assemblies/presentations will emphasize healthy, positive attendance quarterly and recognize students for their efforts.
9/2020	1/2021	School leaders communicate attendance goals with parents, as well as attendance policies and produces.
9/2020	1/2021	Hamilton will implement a multi-tiered system of supports for attendance in conjunction with the academic portion of RTI.
9/8/2020	1/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.

Chronic Absenteeism or School-Selected Goal

9/2020	1/2021	Hamilton teachers will implement the Positive Action program during SEL time.
9/2020	1/2021	Teachers will incorporate restorative justice circles and principles into SEL time in order to mediate conflicts and arrive at resolutions.
9/8/2020	1/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.
10/2020	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

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")	June 2019 Results	January 2021 Target
NYS Report Card and eSchool attendance report.	Chronically absent students	22.7% or a level two per the NYS Report Card.	10% of chronically absent students identified in the September 2020 will move to tier two.

Planning for January to June

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

Start	End	Action
1/4/2020	6/15/2021	Teacher will monitor and record student attendance daily. Teachers will generate bi-monthly attendance reports to monitor absenteeism trends.
1/4/2020	6/15/2021	Teachers, administrators, and support staff will follow a chain of command protocol to address chronic absenteeism.
1/4/2020	6/15/2021	Virtual assemblies/presentations will emphasize healthy, positive attendance quarterly and recognize students for their efforts.

Chronic Absenteeism or School-Selected Goal

1/4/2020	6/15/2021	School leaders communicate attendance goals will parents, as well as attendance policies and produces.
1/2021	6/2021	Teachers will implement shared AVID strategies that emphasize writing, inquiry, collaboration, organization, and rigor for K-8 students so they can succeed in college, career and life.
1/4/2020	6/15/2021	Hamilton will implement a multi-tiered system of supports for attendance in conjunction with the academic portion of RTI.
1/4/2020	6/15/2021	Hamilton teachers will implement the Positive Action program and Restorative Justice Circles during SEL time.
1/2021	6/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.
1/2021	6/2021	The <i>Fast For Word</i> Language Program will be implemented to improve English language development for elementary school English language learners.

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
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year
Professional development for parents	Provide online training for the various distance learning platforms	Throughout the year
PD for teachers as to how to conduct online conferencing in order to help students implement rubric based feedback.	Online conferencing in order to help students implement rubric based feedback.	September, as needed throughout the year
Increase academic intervention services	Add additional periods for AIS to support struggling readers.	All year

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)
Hamilton Elementary School Parents and Students	<p>Has your student witnessed or experienced bullying at school this year?</p> <p>Have you witnessed or experienced bullying at school this year?</p>	<p>Survey Goal: By June 26th, 2021, 95% of students will have participated in a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the district and school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of Social Emotional Learning developmental health.</p>	<p><i>2019 Results-</i> 54% of students think that some students bully other students in the school and 50% of parents think that students bully each other in school.</p>

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the results identified above?</p>
We need to emphasize mediation of conflicts and follow through for problem solving protocols.
We need more time for PBIS assemblies and presentations.
We need to improve our communication with concerning resolutions and reported incidents.
We need to streamline our school wide Social Emotional Learning goals and communication of building-wide monthly themes related to Social Emotional Learning.

Action Plan: August to January

<p>What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)</p>		
Start	End	Action
8/2020	1/2021	Teachers will implement the <i>Positive Action</i> program during twice a cycle SEL time.
8/2020	1/2021	Introduction of events and themes for the year -Anti-Bullying, Drug Free Spirit Week, Kindness, etc

Survey Goal

8/2020	1/2021	Teachers will identify and select school-wide themes to implement for each month. Each theme will be implemented school-wide and modified to meet the needs of each grade level. Counselor will support teachers to teach themes related to social-emotional learning goals.
8/2020	1/2021	PBIS assemblies/presentations will emphasize the character trait of the month and recognize students for displaying positive character traits.
8/2020	1/2021	Teachers will incorporate restorative justice circles and principles into SEL time in order to mediate conflicts and arrive at resolutions.
8/2020	1/2021	Teachers will incorporate AVID and Discovery Education resources to support Social Emotional Learning.
9/2020	1/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

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
1/4/2021	Students will complete a BOY and MOY survey that assesses their understanding of character traits and social-emotional growth.

Planning for January to June

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

Start	End	Action
1/2021	6/2021	Teachers will implement the <i>Positive Action</i> program during twice a cycle SEL time.
1/2021	6/2021	Introduction of events and themes for the year -Anti-Bullying, Drug Free Spirit Week, Kindness, etc
1/2021	6/2021	Teachers will identify and select school-wide themes to implement for each month. Each theme will be implemented school-wide and modified to meet the needs of each grade level. Counselor will support teachers to teach themes related to social-emotional learning goals.
1/2021	6/2021	PBIS assemblies/presentations will emphasize the character trait of the month and recognize students for displaying positive character traits.
1/2021	6/2021	Teachers will incorporate restorative justice circles and principles into SEL time in order to mediate conflicts and arrive at resolutions.

Survey Goal

1/2021	6/2021	Teachers will incorporate AVID and Discovery Education resources to support Social Emotional Learning.
1/2021	6/2021	Teachers will participate in the RTI process, with emphasis on a MTSS Early Warning Data Tool, to analyze data on absences, failures, grades, and behavior indicators in order to tailor interventions to meet student needs.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Teachers will need to replicate the bonds and trust created by conducting class in person.	Teachers and support staff will implement the same strategies to address our areas of need via digital learning platforms.	8/2020-6/2021
Developing student motivation for engagement and learning	Teachers will incorporate restorative justice circles in their classrooms that reconciliation and connection.	8/2020-6/2021
Teachers and students need to develop relationships with peers and work collaboratively in an online environment.	Teachers will conduct online sessions with classes and students to build social skills among students.	8/2020-6/2021

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).