New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mt. Vernon City School District	Lincoln School	Rebecca Jones	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	55%	0%	55%	55%	-5%	

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
May 27, 2020	X				
May 28, 2020	X	X			
June 1, 2020		X	X		
June 8, 2020	X	X		X	
June 12, 2020	X	X		X	
June 15, 2020	X	X		X	
June 16, 2020	X	X		X	X
June 18, 2020	X	X		X	
June 23, 2020				X	X

TSI Schools Only

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

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

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

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

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

| Stakeholder Name | Role | **Dates Involved** *(enter m/dd in the space below and mark an X for each date the individual attended)* | | | | | | | | | | Signature |
		5/27	5/28	6/1	6/8	6/12	6/15	6/16	6/18	6/25		
Rebecca Jones	PRINCIPAL											*Rebecca Jones*
Julie Andrews	TITLE I COORDINATOR											*Julie Andrews*
Anne DeNigris	SPECIAL EDUCATION TEACHER											*Anne De Nigris*
Kai Myers	TEACHER											*Kai Meyers*
Sandra O'Connor	PARENT LIASION											*Sandra O'Conner*
Issac Amouzou	STUDENT											
Lisa Lewis												*Lisa Lewis*

Evidence-Based Intervention

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

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

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

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

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

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

☐ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	All stakeholders will meet during a six-day cycle to address the needs of all students. Emphasis will be placed on bridging the gaps in students' learning for the previous and upcoming year as a result of the COVID pandemic. Teachers will utilize PLC protocols including the use of agendas and minutes.

☐ **Clearinghouse-Identified**

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

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
☐ What Works Clearinghouse	
☐ Rating: Meets WWC Standards Without Reservations	
☐ Rating: Meets WWC Standards With Reservations	
☐ **Social Programs That Work**	
☐ Rating: Top Tier	
☐ Rating: Near Top Tier	

		Blueprints for Healthy Youth Development
	☐	Rating: Model Plus
	☐	Rating: Model
	☐	Rating: Promising

☐ **School-Identified**

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

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
Grades 3 - 8	Increase overall level of proficiency in phonics, vocabulary and comprehension of literature and informational text by 5% which will be measured by iReady and other summative assessments.	According to 2018 – 2019 NYSED ELA Assessment data, students demonstrated 55% proficiency, 0% increase from the 2017 –2018 school year. Disaggregation of the data indicated the lack of progress could be isolated to the ENL and Special Education subgroups.

*According to 2019 – 2020 iReady MOY ELA Assessment data for second graders, 26% of students are at-risk tier 3 in phonics needs; 20% are at-risk tier 3 in vocabulary |
| **Grade 2** | Increase overall level of proficiency in phonics and vocabulary by 5%, which will be measured by iReady and other summative assessments. By increasing student performance with phonics and vocabulary instruction, students' overall performance in comprehension should subsequently improve. | According to 2019 – 2020 DIBELS MOY data, 25% of first grade students scored tier 3 with NWF (CLS); 22% NWF (WWR) and 20% DORF (Accuracy) and 22% DORF (Fluency).

*According to 2019 – 2020 iReady MOY ELA Assessment data for second graders, 26% of students are at-risk tier 3 in phonics needs; 20% are at-risk tier 3 in vocabulary |
| **K-1** | Increase kindergartener's performance with First Sound Fluency (FSF) and Phoneme Segment Fluency (PSF) by 5%

Increase first graders performance with FSF; PSF and NWF by 5% | According to 2019 – 2020 DIBELS MOY data, 28% of the kindergarteners scored in the tier 3 category with FSF; 27% with PSF and 21% with NWF.

*There is no specific, applicable data for kindergarten beyond the trends of the previous year. |
| **ENL** | All service providers (classroom teachers and ENL teachers) integrate the use of bilingual and multicultural resources to enhance instruction and increase students' | According to the NYSED 2018 – 2019 ELA assessment results, this subgroup's performance decreased from 30% to 6% proficiency. |

	proficiency by 5%. Use language and content targets; focus on oral language and literacy skills across all content areas when collaborating with classroom teachers especially with the use of Breakout rooms in Zoom.	
Sp. Ed	Increase student proficiency by 5% through teacher collaboration across all content areas (including specialists Breakout Room via Distance Learning).	According to the NYSED 2018 – 2019 ELA assessment results, this subgroup's performance decreased from 31% to 15% proficiency.

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?)
Teachers largely reported that the CKLA program was deficient in phonics, grammar, and vocabulary building skills. "Tricky words" did not align with universal high-frequency and Dolch sight words. As a result, there is a continued trend of phonics deficiency among students in grades K-2.	Grades K-2
The secondary grades were impacted by scheduling restrictions which resulted in prolonged testing conditions which lasted up to two-weeks. This possibly resulted in students' current ELA performance.	Grades 7-8
The ENL subgroup continues to be impacted by the language barrier affecting parents. Despite offering a multitude of translated resources, parents continue to have difficulty assisting their children, especially during the COVID closures, they had difficulty navigating Schoology	ENL
The Consultant-Teaching Model limits support for special education students, scheduling conflicts impacts special education teacher's ability to provide "support" period for testing accommodations	Special Education

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
September	September	School based RtI committee will turnkey information to all staff at PLC and curriculum meetings. The intended impact is that all teachers will develop the common language, practices and protocols within the RtI framework in order to meet the needs of our at-risk students.
September	September	Provide Parent workshops on upcoming academic initiatives to enhance parent engagement and strengthen home-school connection. Parents of secondary students will participate in a workshop model orientation. Establish the use of Parent Groups via Schoology, which provides translation for communication.
September	September	Culturally Relevant Teaching: Teachers will be provided training in how best to incorporate this practice with their existing curriculum and culturally diverse classroom libraries. The RTI team will create a draft curriculum utilizing existing library resources provided by the district.
September	December	All teachers will engage in activities with students that promote their social and emotional wellness. Support staff will push-in to classrooms or utilize Breakout Rooms via Distance Learning to provide Social-Emotional Learning activities and opportunities
September	June	Teachers will receive job-embedded PD through the Mt. Vernon City School District's Year-Long Professional Development Series. The RtI team, will provide as needed professional development during PLC team meetings.
September	June	All teachers in grade 2-6 will continue to use Great Books. The intended impact is to teach students how to think critically- sparking a passion for literature and ideas through the discussion of fiction, poetry, and nonfiction. *Explore option to use digitally.*
September	June	Teachers will continue to use the Wordly Wise vocabulary program to supplement the ELA curriculum through direct, explicit instruction. Collaboration with service providers will provide for modification of instruction for ENL and Sp. Ed students. Teachers will extend the instructional time for each unit's lesson. The intended impact is to will be to increase vocabulary acquisition through word study.
September	June	Provide explicit-systematic phonics and word work instruction to grades K-4. AIS staff will continue to provide support to tier 3 students. Students will also participate in monthly assessments for grades 1-3 for Sight Word fluency and High-Frequency words.

September	June	Kindergarten teachers will continue using CKLA for reading instruction. Teachers in grade 1-5 will continue utilization of Journeys: A Path to Balanced Literacy. Grades 6-8 will utilize the Collections ELA curriculum, the secondary component of Journeys
September	June	Continue to administer District-wide common assessments for ELA

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
Journey's Assessments	NA	By January 2021, 75% of students in grades 2-8 students will pass Journeys assessments with a score of 70% or higher.
I-Ready	According to the MOY assessment data, grades 2-4 demonstrated a trending need in phonics performance. The grade levels indicated tier 3 performances of 26%, 14%, and 21% respectively According to the MOY assessment data, grades 5-8 demonstrated a trending need in vocabulary and comprehension. The grade levels indicated tier 3 performances with scores ranging from 14% to 40% in both categories.	Based on January 2020 performance data, by January 2021, students in grades 2-8 will decrease tier 3 performances by 5% in phonics, vocabulary and comprehension.
Common and other summative Assessments	NA	By January 2021, 75% of students in grades 2-8 students will pass their common assessments with a score of 70% or higher.
DIBELS	The DIBELS composite score for Kindergarten indicates 35% of students scored below grade level/tier 3.	By January 2021, the number of students scoring in tier 3 will decrease by 5%.

	The DIBELS composite score for First Grade indicates 22% of students scored below grade level/tier 3.	By January 2021, the number of students scoring in tier 3 will decrease by 5%
Wordly Wise Assessments	NA	Grades 2 through 8 will show an overall increase of 5% performance

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
January	June	The RTI Team will continue to follow up on RTI protocol implementations in PLCs and student referrals
January	June	Teachers will continue to evaluate the Culturally Responsive Teaching curriculum in their PLCs and revise as necessary
January	June	RTI and PBIS Team will evaluate and update SEL lessons and effectiveness
January	June	All stakeholders will continue to keep parents engaged in the learning process through parent workshops and parent parties
January	June	Classroom teachers, specialists and service providers will continue to collaborate to improve student progress

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Mt. Vernon City School District Year-long Professional Development series	District determined options, this need will most likely be addressed through webinars and other online workshops.	Ongoing

Ongoing Professional Development (school)	The Technology Team will continue to support teachers and their navigation of digital platforms	Ongoing
RtI	Identify and support at -risk population by monitoring their progress using skills-based assessments physically or digitally. Use the data to provide scaffolded support (via Zoom breakout rooms or co-teaching strategies) to meet their academic needs and social-emotional needs	Ongoing
Schoology instruction for grades K-2	Teachers will use the digital platform SeeSaw	Ongoing
Schoology instruction for grades 3-8	Teachers will use the digital platforms SeeSaw and CommonLit	Ongoing

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
Grades 3-8	Increase overall level of proficiency in Numbers and Operations and Algebra and Algebraic Thinking by 5%, which will be measured by iReady and other summative assessments.	According to 2018 – 2019 NYSED MATH Assessment data, students demonstrated 45% proficiency, 5% decrease from the 2017 –2018 school year. Disaggregation of the data indicated the lack of progress could be isolated to an increased number of students who tested; a 9% decrease in Special Education subgroup, as well as a reduction in the number of students who tested. There was also a 29% decrease in performance among the ENL subgroup.
Grade 2	Increase overall level of proficiency for students scoring in tier 2 in Numbers and Operations and Algebra and Algebraic Thinking by 5%, which will be measured by iReady and other summative assessments.	According to iReady 2019 – 2020 MOY data, 58% of students score in tier 2 compared with 23% that scored tier 1.

Grades K-1	Increase overall level of proficiency in Numbers and Operations and Algebra and Algebraic Thinking by 5%, which will be measured by iReady and other summative assessments.	Based on the data trends indicated by 2019 -2020 iReady MOY data and 2018 -2019 NYSED MATH Assessment data, Numbers and Operations and Algebra and Algebraic Thinking are specific target areas for students in grades K-1.
ENL	Increase overall level of proficiency in Numbers and Operations and Algebra and Algebraic Thinking by 5%, which will be measured by iReady and other summative assessments. All service providers (classroom teachers and ENL teachers) will integrate the use of bilingual and multicultural resources to enhance instruction; use language and content targets; and focus on oral language and literacy skills across all content areas when collaborating with classroom teachers especially with the use of Breakout rooms in Zoom.	Based on the data trends indicated by 2019 -2020 iReady MOY data and 2018 -2019 NYSED MATH Assessment data, Numbers and Operations and Algebra and Algebraic Thinking are specific target areas for ENL students. Students performance is further hampered by language-barrier and parent engagement.
Special Education	Increase overall level of proficiency in Numbers and Operations and Algebra and Algebraic Thinking by 5%, which will be measured by iReady and other summative assessments through teacher collaboration (with specialists) across all content areas Breakout Room via Distance Learning.	Based on the data trends indicated by 2019 -2020 iReady MOY data and 2018 -2019 NYSED MATH Assessment data, Numbers and Operations and Algebra and Algebraic Thinking are specific target areas for Special Education students. Students' performance is further hampered by the Consultant-Teacher model.

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?)
Monitoring students in grades K-2 is done through a compilation of Envisions formative and summative assessments. These grade levels do not use iReady, which provides in-depth reports of students' abilities.	GRADES K-2
Students experienced challenges adapting to the Envisions curriculum's implementation. Lower grades which were the last to implement the curriculum struggled with acquiring the necessary skills within Numbers and Operations, which resulted in weak performances in other skill areas.	ALL STUDENTS

The Consultant-Teaching Model limits support for special education students, scheduling conflicts impacts special education teacher's ability to provide "support" period for testing accommodations	Special Education
The ENL subgroup continues to be impacted by the language barrier affecting parents. Despite offering a multitude of translated resources, parents continue to have difficulty assisting their children, especially during the COVID closures, they had difficulty navigating Schoology.	ENL

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
September	September	Provide Parent workshops on upcoming academic initiatives to enhance parent engagement and strengthen home-school connection. Parents of secondary students will participate in a workshop model orientation. Establish the use of Parent Groups via Schoology, which provides translation for communication.
September	September	Math inventory for all grade levels
September	December	Fluency drills (addition for K-3, multiplication for 4-5)? Number Sense (K-1)
September	June	Provide teachers with on-going PD and RTI support via PLCs and district-wide PD
September	June	Grades K-8 continue to utilize the Envisions Math Program. The intended impact will be to increase basic math skills as well as increasing number sense and problem-solving skills for all students in the respective grade levels
September	June	Continue to incorporate district-required mandates (pacing guides) for explicit math instruction
September	June	Provide RTI support to students in small group

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
Common and other summative assessments	NA	By January 2021, 70% of students in grades K-8 students will pass the Common Assessments with a score of 70% or higher.
I-Ready	According to iReady 2019 – 2020 MOY data, 58% of students score in tier 2 compared with 23% that scored tier 1.	By January 2021, 28% of students will score in tier 1.
Envisions Assessments	NA	By January 2021, 75% of students in grades K-8 students will pass the Envisions assessments with a score of 70% or higher.

Planning for January to June

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

Start	End	Action
January	June	Provide targeted instruction for Measurement and Data and Geometry
January	June	Continue fluency drills in grades K-8
January	June	Ongoing PD and utilization of district-wide instruction policy

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
Schoology instruction for grades K-2	Teachers will use the digital platform SeeSaw	Ongoing
Schoology instruction for grades 3-8	Teachers will use the digital platforms SeeSaw and CommonLit	Ongoing

Mt. Vernon City School District Year-long Professional Development series	District determined options, this need will most likely be addressed through webinars and other online workshops.	Ongoing
Ongoing Professional Development (school)	The Technology Team will continue to support teachers and their navigation of digital platforms	Ongoing
RTI	Identify and support at -risk population by monitoring their progress using skills-based assessments physically or digitally. Use the data to provide scaffolded support (via Zoom breakout rooms or co-teaching strategies) to meet their academic needs and social-emotional needs	Ongoing

Social-Emotional Plan

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Provide the most recent End-of-Year Data for the same measure as the goal)
All Students	To strengthen home-school connection by partnering with parents on positive behavior reinforcement (anti-bully and parent engagement)	According to the 2019 – 2020 Parent DTSDE Survey 39% of parents disagree/strongly disagree with that students do not bully and/or threaten each other. The 2019 – 2020 Secondary Students DTSDE survey indicated areas of concern among students. 78% disagree/strongly disagree that students do not get in fights or hurt each other. 59% disagree/strongly disagree not seeing anyone bullied or threatened in school. The 2019 – 2020 Elementary Students DTSDE survey indicated 42% disagree or strongly disagreed that not seeing anyone bullied or threatened in school.
All Students	To improve the role of the student council platform in addressing student's social-emotional needs (bullying, perception of	The student council meets regularly with district leaders.

	school) through transparent communication among student body and staff	The 2019 – 2020 Secondary Students DTSDE survey indicated areas of concern among students. 78% disagree/strongly disagree that students do not get in fights or hurt each other. 59% disagree/strongly disagree not seeing anyone bullied or threatened in school. The 2019 – 2020 Elementary Students DTSDE survey indicated 42% disagree or strongly disagreed that not seeing anyone bullied or threatened in school.
ENL	To provide scaffolded academic support through flexible grouping and Zoom Break-Out rooms to meet the needs of students and empower parents to support their students learning. Teachers and specialist will collaborate on instruction, targeting student needs, standards, skills, and academic goals.	Classroom Teacher, ENL Teacher feedback and formative assessment data from 2019 –2020 Distance Learning experience. According to the NYSED 2018 – 2019 ELA assessment results, this subgroup's performance decreased from 30% to 6% proficiency.
Special Education	To provide scaffolded academic support through flexible grouping and Zoom Break-Out rooms to meet the needs of students and empower parents to support their students learning. Teachers and specialist will collaborate on instruction, targeting student needs, standards, skills, and academic goals.	Classroom Teacher, ENL Teacher feedback and formative assessment data from 2019 –2020 Distance Learning experience. According to the NYSED 2018 – 2019 ELA assessment results, this subgroup's performance decreased from 31% to 15% proficiency.

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?)
A need to reinforce through the RTI platform, the distinction between "Bothering and Bullying"; Discussions between Student Advisory members and the student body; Student Government should play a more active role in the school leadership team	**ALL STUDENTS**
The ENL subgroup continues to be impacted by the language barrier affecting parents. Despite offering a multitude of translated resources,	**ENL**

parents continue to have difficulty assisting their children, especially during the COVID closures, they had difficulty navigating Schoology	
The Consultant-Teaching Model limits support for special education students, scheduling conflicts impacts special education teacher's ability to provide "support" period for testing accommodations	**Special Education**

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
September	October	Guidance Counselor teach "Anti-Bullying and Bullying distinction" lessons
September	September	Parent Overview: Title I Presentation/PBIS&RTI Process/Code of Conduct (Meet & Greet)
September	September	ENL: Student and parent workshops to facilitate ease of use with Schoology (Language Translations available)
September	September	Lunch Monitor Training
September	December	ENL: Weekly Zoom Meeting check-ins
September	December	PBIS and Character Education assembly (Student Assembly and Parent Assembly)
October	October	Student Council Elections
October	December	Student Government Town Hall Meetings (Share concerns, Share-out from district meetings)
October	December	Mentoring Program: reinforce distinction between "Bothering vs. Bullying"
November	November	Parent Party (interactive workshop: select a topic) Home-school partnership with D.A.R.E program: Drugs, alcohol prevention as well as cyber-bullying (Guidance Counselor, Social Worker, School Psychologist)
December	December	Student Council Town Hall Meeting

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
Behavior and Suspension referrals	**All Students**		
Parent Attendance Sheets	**All Students**	According to the 2019 - 2020 DTSDE survey (DTSDE Tenets: Comparison Over Time subcategory), 76% of parents indicated being engaged, up 10% from the 2018 – 2019 school year.	Attendance sheets for parent events, should indicate a 10% increase from the previous year.
Student Council Meeting Agenda	**Student Council Members**	NA	Student council will have met at least twice with student body to address student needs and disseminate information from district-level meetings

Planning for January to June

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

Start	End	Action
January	February	Parent Party (Interactive Exercise) (Select Topic: PBIS/Character Education; Code of Conduct or D.A.R.E.)
March	March	Mentoring Program: Team Building Activities for Mentees
June	June	PBIS/Character Education Award Assembly (Acknowledge Parent Engagement)

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
Assemblies	Virtual	Ongoing
Building Access	Virtual	Ongoing
Town-Hall Meetings	Virtual	Ongoing

Parent Survey Goals

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*
Parents	I am encouraged to volunteer in my child's school.	Increase parent participation by 10% for the 2020 – 2021 school year through the integration of parent specific and well-branded parent events.	The 2019 – 2020 DTSDE Parent Survey results identified 25% of parents disagree/strongly disagree regarding their level of satisfaction with communication from the school.
Parents	Staff members seek my input on how best to meet my child's needs	Increase parent participation by 10% for the 2020 – 2021 school year through the integration of parent workshops and discussions, targeting meeting the social-emotional and academic needs of students	The 2019 – 2020 DTSDE Parent Survey results identified 27% of parents disagree/strongly disagree that staff members communicate effectively about how best to meet the needs of their children. 2017 –2018 school year.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Parents' Survey: Language-barrier; home-school communication; scheduling-conflicts/economic factors; timely notification for school-wide events, Knowledge of and participation in DTSDE survey; Lack of opportunity for Secondary parents to be involved; Secondary classes are new to the building
Parents' Survey: Language-barrier; scheduling-conflicts; home-school communication/partnership; RTI/PBIS support systems, Survey wording; Lack of opportunity to participate for Secondary parents to be involved

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
September	September	Digital Platform for Parents (Schoology Parent Group: Lincoln's Parent Information Center) *2020 – 2021 Parent Calendar *Class Parent *Parent Newsletter (Translated)
September	September	*Prepare a Student Learning Inventory for Parents *Parent survey regarding COVID needs (Meeting the needs of families during a pandemic)
September	September	*Title I Presentation with an overview of RTI/PBIS

September	September	*Hispanic Heritage Month (Parent Volunteers) *Parent readers (Zoom)
September	September	Parent Schoology Workshops: ENL Parent Resource Group
September	June	*Parent readers (Zoom)
September	June	*Parent-Information Booth at School-Wide events
October	October	Mentoring Social: Friendsgiving Event (Home-School Engagement)
October	October	Fathers' Bring Your Child to School Day (Home-School Engagement: conversations about learning)
October	October	Math Night (Home-School Engagement: Parent hosts games)
November	November	ENL Festival (Home-School Engagement: Parents Volunteers) *Parent readers (Zoom)
December	December	Scholastic Family Fun Night (Home-School Engagement: Parent Volunteers)

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
Parent Sign-Up Sheets, Attendance sheets and Survey Results for the following events: *School-events *Parent Attendance *Class Parent (Tech-savvy) *Parent Volunteer **Meet and Greet *Report Card *Title I Meeting	The SCEP Team aims to achieve a 10% increase in parent volunteers at school events as well as a 10% increase in home-school communication, specifically of parents being involved in the discussion about student learning. For each parent assembled event, staff will present a 10-minute vocabulary strategy for parents to incorporate into their home routines to increase student's ELA performance 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? *(add additional rows as needed)*		
Start	**End**	**Action**
January	January	Grade-level Themes for African American History Study (Home-School Engagement)
February	February	Parent-Involvement Day
February	February	RTI/PBIS Overview
March	March	Mentoring Program: Team-Building Activities (Home-School Engagement)
March	March	Read Across America (Home-School Engagement)
March	March	Women's History Month
June	June	Multicultural Parade: Family Project showcasing heritage (Parent Engagement)

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**
Access to the building	Virtual Participation of all school-wide events	Ongoing
Access to parents	Digital communication through Schoology groups, K-12 alerts, emails, Zoom Meetings	Ongoing

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).