



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Rebecca Turner Elementary School	Jamal Doggett	Pre-K-4

Accountability Data

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
<b>All Students</b>						

**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 26, 2020	X	X	X		
May 27, 2020	X	X			X
May 29, 2020		X			
June 1, 2020		X	X	X	X
June 3, 2020				X	
June 16, 2020		X		X	X
June 17, 2020	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.

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

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature	
		5/26	5/27	5/29	6/1	6/3	6/16	6/17					
Jamal Doggett	Principal	X	X	X	X	X	X	X	X				Addendum Attached
Thrusha Henderson	Assistant Principal	X	X	X	X	X	X	X	X				Addendum Attached
Jeanne Casino	Teacher	X	X	X	X	X							Addendum Attached
Melissa Sansotta	Special Education Teacher	X	X	X	X	X							Addendum Attached
Josephine Kirkland-Hudson	Social Worker	X	X	X	X	X							Addendum Attached
Tania Galin	Parent Liaison	X	X	X	X	X							Addendum Attached
Michello Galloso	Student							X	X				Addendum Attached

Stakeholder Involvement Signature Page

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## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	

**Clearinghouse-Identified**

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

<b>Strategy Identified</b>	<b>Leveled Literacy</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA and Math Goal
<b>Clearinghouse used and corresponding rating</b>	
<input type="checkbox"/>	What Works Clearinghouse
Tier 1 with strong evidence	X <input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	<b>Social Programs That Work</b>
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	<b>Blueprints for Healthy Youth Development</b>
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model

Evidence-based Intervention

	<input type="checkbox"/>	Rating: Promising
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**School-Identified**

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

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



ELA Goal

ELA Goal

Subgroup ( <i>CSI schools use "All Students"</i> )	June 2021 Goal	2018-19 ELA Academic Achievement Index
All students	By June 2021, Rebecca Turner Elementary School will demonstrate at least a 15% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-4 ELA tests.	137.9

Root Causes

What <b>theories or hypotheses</b> 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?)
<p>There has been a significant increase of students performing at level 1 due to the influx of special education students and consultant teacher model not meeting students' academic needs (for influx and previous SE enrollment).</p> <p>In 2018, 20% of special education students received a level 1 on the NYS ELA Assessment                      In 2019, 79% of special education students received a level 1 on the NYS ELA Assessment (a 59% increase)                      In 2019, 50% of all level 1 students (11 out of 22) are special education (up 42% from 2018 (1 out of 9)).</p> <p>NYS 2019 ELA test indicates students are averaging 9.49 points out of 16 (59%) on the short and extended response questions. An emphasis on writing (4-point responses) and increased exposure and modeling of NYS short and extended responses is needed (see below).</p> <p>The following power standards were selected based on the performance of the NYS 2019 ELA tests that were significantly below the success rates of the region:                      Grade 3: RI.3.3, RI 3.2, RI 3.4.                      Grade 4: RI 4.3, RI.4.2, RL 4.3                      Grade 5: RI 5.3, RI.5.2, RL 5.3</p>	<p>All grade levels</p>

ELA Goal


Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September 2020	January 2021	The school leader will convene instructional leadership team meetings with teacher leaders and RTI representatives to discuss data collected from walkthrough's and any student progress data.
September 2020	January 2021	The school leader will implement a systematic and continuous improvement process by restructuring professional learning communities (PLC's) to focus on curriculum adjustment, research based instructional strategies, professional development, analyzing student data and reviewing student work.
September 2020	January 2021	The school leader and leadership team will provide professional sessions on data-driven instruction, researched based instructional strategies, differentiated instruction, student-centered learning, and writing to improve teacher practice and outcomes. The meetings will occur monthly.
September 2020	January 2021	The school leader will create a block schedule for ELA instructions and an intervention period for tier 2 and Tier 3 instruction in ELA.
September 2020	January 2021	Teachers will use formative and summative assessment data weekly to inform and guide the development of instructional goals to meet individual student needs.
September 2020	January 2021	Teachers will develop short and long term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, i-Ready, Waterford, and NYSED testing data).
September 2020	January 2021	At the end of every five weeks and/or marking periods, the school leadership team will develop systems (managing for results) that support teachers in the use of summative and formative assessments (including screening and progress monitoring), that will develop highly dynamic and responsive plans based on students' strengths and needs.
September 2020	January 2021	Teachers will incorporate varied levels of questioning (levels I, II, III) into daily classroom instruction.
September 2020	January 2021	Teachers will receive professional development and one-to-one coaching on explicit direct instruction and specially designed instruction for students with disabilities. Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms. This training will be conducted by a BOCES Literacy Consultant.

## ELA Goal

### Mid-Year Benchmark

<p>Identify the <b>specific assessment of ELA performance</b> 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.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
<b>Standards Mastery: Every Five Weeks, Grades 3-5 only</b>	Data not available.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.
<b>i-Ready: Every 2-4 weeks; MOY, and EOY</b>	MOY: 41% of students performed on grade level. 47% of student performed at approaching grade level. 13% of students performed below grade level.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.
<b>DIBLES: MOY and EOY</b>	MOY: 27% of students performed below the benchmark 30% of students performed at the benchmark 43% of students performed above the benchmark	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.
<b>ELA Interim Common Assessments: November and February</b>	Data not available.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.

### Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
January 2021	June 2021	The school leader will continue to implement a schedule that includes a minimum of one to two hours per der day to visit classrooms, grade level PLCs, and vertical team meetings to provide ongoing support and feedback to teachers.
January 2021	June 2021	The school leader will convene instructional leadership team meetings with teacher leaders and RTI representatives to discuss data collected

## ELA Goal

		from walkthroughs and any student progress data. These meetings will occur at least twice a month.
January 2021	June 2021	The school leadership team will review the implementation of the 2020-21 SCEP to evaluate and make the necessary modifications.
January 2021	June 2021	Building administrators will continue to conduct classroom observations to ensure all teachers are implementing instructional strategies that are student-centered, differentiated and incorporated during core instruction.
January 2021	June 2021	Teachers will develop short and long term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, i-Ready, Waterford, and NYSED testing data).
January 2021	June 2021	Teachers will continue to meet in grade level professional learning communities to analyze student work to determine how to differentiate instruction.
January 2021	June 2021	Teachers will continue to receive professional development and one-to-one coaching and explicit direct instructions and specially designed instruction for students with disabilities. Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms.

### 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
<b>Ex: Curriculum Maps need updating</b>	<i>Convene vertical teams to ensure last year's missed content is covered in fall</i>	<i>August</i>
Online assessments	Research ELA diagnostic assessments	August – November 2020
Create curriculum teams	Convene vertical teams to review and adjust missing curriculum from Spring 2020	August - September
Create Data Team	Review Schoology data to determine students with minimal online time/lack of ability navigating site	August
Professional Development	Create PD for teachers who will teach online	August – September
Review grade 4 expectations	New grade 4 teachers and previous teachers are no longer in building	August

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All students	By June 2021, Rebecca Turner Elementary School will demonstrate at least an 8% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-4 Math tests.	143.3

Root Causes

What <b>theories or hypotheses</b> 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?)
<p>There has been a significant increase of students performing at level 1 due to the influx of special education students and consultant teacher model not meeting students' academic needs (for influx and previous SE enrollment).</p> <p>NYS 2019 Math test indicates students are averaging 7.47 points out of 15 (47%) on the short and extended response questions. An emphasis on problem solving methodology (STARs) and increased exposure and modeling of NYS short and extended responses is need.</p> <p>Multiple choice data indicates there is a need to focus on level 2 questioning</p> <p>Increased proficiency of Power Standards per grade level:            Grade 3: Measurement and Data, Number and Operations— Fractions, Operations and Algebraic Thinking            Grade 4: Measurement and Data, Number and Operations— Fractions, Number and Operations in Base Ten            Grade 5: Measurement and Data, Number and Operations— Fractions, Number and Operations in Base Ten</p>	All grade levels

## Math Goal

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	January 2021	The school leader will convene instructional leadership team meetings with teacher leaders and RTI representatives to discuss data collected from walkthrough's and any student progress data.
September 2020	January 2021	The school leader will implement a systematic and continuous improvement process by restructuring professional learning communities (PLC's) to focus on curriculum adjustment, research based instructional strategies, professional development, analyzing student data and reviewing student work.
September 2020	January 2021	The school leader and leadership team will provide professional sessions on data-driven instruction, researched based instructional strategies, differentiated instruction, student-centered learning, and writing to improve teacher practice and outcomes. The meetings will occur monthly.
September 2020	January 2021	The school leader will create a block schedule for Math instruction and an intervention period two days a week for tier 2 and Tier 3 instruction.
September 2020	January 2021	Teachers will use formative and summative assessment data weekly to inform and guide the development of instructional goals to meet individual student needs.
September 2020	January 2021	Teachers will develop short and long term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, i-Ready, Waterford, and NYSED testing data).
September 2020	January 2021	At the end of every five weeks and/or marking periods, the school leadership team will develop systems (managing for results) that support teachers in the use of summative and formative assessments (including screening and progress monitoring), that will develop highly dynamic and responsive plans based on students' strengths and needs.
September 2020	January 2021	Teachers will incorporate varied levels of questioning (levels I, II, III) into daily classroom instruction.
September 2020	January 2021	Teachers will receive professional development and one-to-one coaching on explicit direct instructions and specially designed instruction for students with disabilities. Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms. This training will be conducted by a BOCES Literacy Consultant.

## Math Goal


### 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
Math Common Assessments: End of every unit	Grade 3 students performed at 80% proficiency. Grade 4 students performed at 74% proficiency. Grade 5 students performed at 75% proficiency.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.
i-Ready: Every 2-4 weeks; MOY, and EOY	MOY: 20% of students performed on grade level. 64% of student performed at approaching grade level. 16% of students performed below grade level.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 goal.
Math Quarterly Assessments, Grades 2-5 only	Students performed at 64% on the grades 3-5 interim common assessments.	By January 2021, all students will demonstrate a 50% or more approach towards their June 2021 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 2021	June 2021	The school leader will continue to implement a schedule that includes a minimum of one to two hours per day to visit classrooms, grade level PLCs, and vertical team meetings to provide ongoing support and feedback to teachers.
January 2021	June 2021	The school leader will convene instructional leadership team meetings with teacher leaders and RTI representatives to discuss data collected

## Math Goal

		from walkthroughs and any student progress data. These meetings will occur at least twice a month.
January 2021	June 2021	The school leadership team will review the implementation of the 2020-21 SCEP to evaluate and make the necessary modifications.
January 2021	June 2021	Building administrators will continue to conduct classroom observations to ensure all teachers are implementing instructional strategies that are student-centered, differentiated and incorporated during core instruction.
January 2021	June 2021	Teachers will develop short and long term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, i-Ready, Waterford, and NYSED testing data).
January 2021	June 2021	Teachers will continue to meet in grade level professional learning communities to analyze student work to determine how to differentiate instruction.
January 2021	June 2021	Teachers will continue to receive professional development and one-to-one coaching and explicit direct instruction and specially designed instruction for students with disabilities. Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms.

### 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>
Online Assessments	Research math diagnostic assessments	August - November
Create Curriculum teams	Convene vertical teams to review and adjust missing Curriculum from Spring 2020	August - September
Professional Development	Create PD for teachers who must now teach online	August - September
Review Grade 4 Expectations	New grade 4 teachers and previous teachers have left the building	August



## 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, 100% of adults and students will be introduced to Social Emotional Learning (SEL). Teachers will incorporate SEL practices in classroom instruction for 30 minutes/week.	Compliance with NYSED and ESSA Plan for implementation of Social Emotional Competencies and mental health supports for all students and adults.
Increase bullying awareness, prevention and intervention activities by 25% to promote a safe learning environment.	According to the 2019--2020 DTSDE Student Survey Results, 42% of students feel bullying is an issue.  According to the 2019--2020 DTSDE Parent Survey Results, 15% of parents feel students threaten and bully each other.
Re-establish norms and routines for the Character Education Program and Positive Behavioral Interventions and Supports). The teams will meet monthly to analyze behavioral data to generate patterns and trends that can be used to develop action plans to improve Tier I, II and III supports.	2019 Fall Benchmark of Quality Survey indicates improvements needed in faculty commitment and data analysis.

### Root Causes

What <b>theories or hypotheses</b> 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?)
Lack of adequate staff and funding to research SEL activities, conduct training, professional development and implementation	All
Lack of funding for parent workshops on topics (I.e. Bully Prevention, PBIS). Low parent involvement.	Parents
Lack of resources, materials and district level support to sustain PBIS, Character Ed., No Place for Hate, etc. Not enough consistency with team members due to lack of commitment staffing changes in building assignments.	All

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
October 2020	January 2021	Health and Safety Team meetings will be held quarterly to support the wellbeing of staff, students, and parents. The team will be representative of the various grade levels, staff, and community members. They will meet to review safety drill procedures and emergency drill procedures held at the school. The safety team

ELP or School-Selected Goal

		leader and/or representative will keep the faculty informed on safety policies and procedures at faculty and curriculum meetings.
September 2020	January 2021	The school leader in collaboration with the support staff and the Health and Safety Team will introduce the five components of Social Emotional Learning (SEL) to students, staff and the school community. This will take place during faculty meetings, classrooms presentations and parent workshops.
October 2020	January 2021	The school leader in collaboration with the support staff, Dignity for All Students Act (DASA) team and No Place for Hate Committee will conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes. This will take place during welcome back classroom presentations in September, Bully Prevention Month in October, monthly school-wide assemblies, quarterly parent workshops, and monthly PTA meetings.
September 2020	January 2021	The school leader and school counselor will hold a school-wide assembly for all stakeholders to re-establish routines for the character education program which is designed to improve students' social/emotional wellness and developmental health.
September 2020	January 2021	The school leader and PBIS Team will partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness.
September 2020	January 2021	The PBIS Tier II Team will meet monthly to strengthen Check-in/Check-out (CICO) and Social Skills Instructional Groups (SAIG) to target struggling students. Beginning September 2020, PBIS coaches will meet with their teams every month.
September 2020	January 2021	The school leader in collaboration with the PBIS Team will review data on a monthly basis to identify areas of concern and provide feedback to teachers, staff, and parents at scheduled faculty meetings, and parent workshops.

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
The leadership team will determine adequate progress towards SEL goal. This will be measured by	New data point, was not measured last year.	100% of students and staff with be introduced to the Social Emotional Learning Competencies.

ELP or School-Selected Goal

administrator walkthroughs, discipline referrals, suspension data, staff and student feedback.		
The leadership team in collaboration with the support staff will determine adequate progress in Bullying awareness activities through assemblies, school-wide activities, targeted student intervention and support groups, hot spots, community referrals, DASA referrals, classroom presentations, and parent workshops.	According to the 2019--2020 DTSDE Student Survey Results, 42% of students feel bullying is an issue.  According to the 2019--2020 DTSDE Parent Survey Results, 15% of parents feel students threaten and bully each other.	12% decrease  10% decrease
The leadership team in collaboration with the PBIS coaches and Character Education facilitators will determine adequate progress through major and minor referrals, suspensions, DASA referrals, BOQ and BAT data, student, staff and parent feedback.	2019 Fall Benchmark of Quality Survey indicates lowest areas scored 67% in faculty commitment and 75% in data analysis.	Increase growth by 5% in both areas.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	Health and Safety Team meetings will continue to be held quarterly to support the wellbeing of staff, students, and parents. The team will be representative of the various grade levels, staff, and community members. They will continue to meet to review safety drill procedures and emergency drill procedures held at the school. The safety team leader and/or representative will keep the faculty informed on safety policies and procedures at faculty and curriculum meetings.
January 2021	June 2021	The school leader in collaboration with the support staff and the Health and Safety Team will continue to support the five components of Social Emotional Learning (SEL) to students, staff and the school community.

### ELP or School-Selected Goal

		This will take place during faculty meetings, classrooms presentations and parent workshops.
January 2021	June 2021	The school leader in collaboration with the support staff, Dignity for All Students (DASA) team and No Place for Hate Committee will continue to conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes. This will take place during welcome back classroom presentations in September, Bully Prevention Month in October, monthly school-wide assemblies, quarterly parent workshops, and monthly PTA meetings.
January 2021	June 2021	The school leader and school counselor will continue to promote character education awareness activities for all stakeholders to improve students' social/emotional wellness and developmental health.
January 2021	June 2021	The school leader and PBIS Team will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness.
January 2021	June 2021	The PBIS Tier II Team will meet monthly to strengthen Check-in/Check-out (CICO) and Social Skills Instructional Groups (SAIG) to target struggling students. PBIS coaches will meet with their teams every month.
January 2021	June 2021	The school leader in collaboration with the PBIS team will continue to review data on a monthly basis to identify areas of concern and provide feedback to teachers, staff, and parents at scheduled faculty meetings, and parent workshops.

### 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
Professional Development	Research online videos/activities for students/staff/parents related to SEL, Bullying and character education	August - November
Adequate Staff	Allocate specific time for PPS staff/teachers to address SEL, Bullying and character education in classrooms	September - June

## 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)
<b>All students</b>	By June 2021, Rebecca Turner Elementary School will demonstrate at least a 7% decrease in the number of students absent	16.5% of students were chronically absent for the 2018-19 school year

### Root Causes

What <b>theories or hypotheses</b> 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 percentage of our students are absent due to illness and/or physical impairments (challenges).	Students with disabilities (SWDs)
Some parents have expressed they have to deal with school refusal and separation anxiety problems.	SWDs
Some parents have shared they have difficulty with morning routines for their child.	All students
Some students move and transfer to different schools. Parents often do not officially discharge their child as a result they remain on our record which impacts our attendance rate.	Hispanic and Black students
Some students do not live in our school zone. Therefore, when there is inclement weather, parents will not bring their child to school.	All students
Homeless students often have difficulty with transportation to school.	Economically disadvantaged students
Some parents will not send their child to school when during half days.	All students

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	January 2021	Implement our Attendance Policy with fidelity and evaluate the policy mid-year to ascertain, whether or not adjustments are necessary.
September 2020	January 2021	Attendance Team will meet (in-person or ZOOM videoconference) at least once per month to review student attendance and serve as the primary source of contact for students who are absent.
September 2020	January 2021	Increase awareness for parents and students about the significance of school attendance, arriving on time, not leaving school early, and resources available.

Chronic Absenteeism or School-Selected Goal

September 2020	January 2021	Teachers will have the following responsibilities: must take attendance daily in eSchool; submit absent note after each absence; after two absences call the parent; email School Counselor if student has five or more absences and/or tardiness; proved missed assignments, assessments, and/or make-up work to students.
September 2020	January 2021	Inform parents of their responsibilities during Meet and Greet Night, P.T.A. meetings (in-person or ZOOM videoconference), and Parent Handbook which are: send their child to school daily by 8:20 A.M.; arrival beyond 8:45 A.M. is considered late; inform school of absences in advance; send an absent note to school upon their child's return to school; collaborate with school to resolve any attendance matters that may arise; be available to attend meetings and/or via ZOOM (videoconference) regarding attendance. Impart knowledge upon parents regarding the adverse effects of absenteeism, our policy, and expectations.
September 2020	January 2021	Inform students of their responsibilities: attend school daily and arrive on time and/or log into Schoology for distance learning on time; will receive a late pass at 8:45 A.M. and beyond; bring an absent note to school upon return from being home or email the note to the teacher; complete missed assignments, assessments, and/or make-up work. Impart knowledge upon students regarding the adverse effects of absenteeism, our policy, and expectations.
September 2020	January 2021	At five absences, the School Counselor or Parent Liaison must call the parent and inform the Assistant Principal via email; truancy letter will be sent home by Assistant Principal; absent note must be submitted.
September 2020	January 2021	If a student arrives to school late five or more times the parent will receive a letter from administration.
September 2020	January 2021	At seven absences, the School Counselor or Parent Liaison will call the parent informing them their child has missed seven days of school. A certified truancy letter will be sent by the Assistant Principal requiring the parent to meet with the School Counselor or Parent Liaison. They will provide recommendations to facilitate an increase in attendance such as creating an individualized attendance contract.
September 2020	January 2021	A mandatory meeting (in-person, ZOOM videoconference, or teleconference) with administration will take place for ten or more absences to address attendance concerns. Work closely with the family when they're suffering hardships or are in crisis to ensure that the child attends school and is safe.
September 2020	January 2021	At ten or more absences, a certified truancy letter will be sent home or emailed if schools are utilizing a distance learning platform by the Assistant Principal. A parent meeting (in-person, ZOOM, or teleconference) with the Assistant Principal and/or Principal, if necessary, is required to address factors contributing to absences.
September 2020	January 2021	Reward students with perfect and/or near perfect attendance (less than 2 absences) during our student recognition assemblies.

## Chronic Absenteeism or School-Selected Goal

September 2020	January 2021	Monthly perfect attendance recognition – bulletin board with student’s picture or announce the students via public address system; in the case of distant learning send e-blasts of the students.
September 2020	January 2021	School is dismissed at 3:00 P.M. Parents will be informed students should not be picked up early from school except when parents are contacted by the school nurse for medical purposes or in the event of family emergencies.

### Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use “All Students”)	January 2020 Results	January 2021 Target
% of students with 9 or more absences ( <i>replace with alternate data source if not using a CA goal</i> )			
MVCSD eSchool and NYSED Chronic Absenteeism Accountability Detail Report	All students	Decrease the number of students who miss 10 or more days during the year by 50%	Decrease the number of students who miss 10 or more days during the year by 50%
NYSED Subgroup Student Information Repository System (SIRS) Chronic Absenteeism Accountability Detail Report	Students with disabilities (SWDs)	Decrease the number of absences of SWDs by 12%	Decrease the number of absences of SWDs by 12%
NYSED Subgroup SIRS Chronic Absenteeism Detail Report	Hispanics	Decrease the number of absences of Hispanic students by 10%	Decrease the number of absences of Hispanic students by 10%

### 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*)

Chronic Absenteeism or School-Selected Goal

Start	End	Action
January 2021	June 2021	Continue to implement our Attendance Policy with fidelity and evaluate the policy mid-year to ascertain, whether or not adjustments are necessary.
January 2021	June 2021	Attendance Team will continue to meet (in-person or ZOOM videoconference) at least once per month to review student attendance and serve as the primary source of contact for students who are absent.
January 2021	June 2021	Continue to increase awareness for parents and students about the significance of school attendance, arriving on time, not leaving school early, and resources available. Host parent workshops during P.T.A. meetings, virtual chats/sessions, webinar, and on Parent Involvement Day regarding the alignment of attendance to student achievement. Help parents and students understand the adverse effects of absenteeism, our policy and expectations.
January 2021	June 2021	Conduct information sessions (in-person, ZOOM videoconference, webinar) on how to address issues such as school refusal and separation anxiety problems.
January 2021	June 2021	Teachers must maintain responsibilities as stated above throughout the duration of the year.
January 2021	June 2021	Parents must continue to communicate and collaborate with the school to resolve any attendance matters that may arise; be available to attend meetings and/or via ZOOM (videoconference) regarding attendance.
January 2021	June 2021	Reward students with perfect and/or near perfect attendance (less than 2 absences) during our student recognition assemblies.
January 2021	June 2021	Monthly perfect attendance recognition – bulletin board with student’s picture or announce the students via public address system; in the case of distant learning send e-blasts of the students.
January 2021	June 2021	Monthly class attendance contests – the class with the highest percentage of attendance wins a prize such as but not limited to an ice-cream party, pizza party, virtual dance party, lunch (in-person or virtual) with administration, School Counselor, or other staff member of choice.

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
Online presence	Use attendance team to intervene	September - June
Technology	Ensure all students have online access and computers	August - October
Attendance data	Review attendance for students pre closure and post closure – create target list	August - September



## 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)
Parent/ Guardians	2019-20 Parent Survey: I am satisfied with the communication I receive from my child's school.	By June 2021, at least 92% of parents will select "strongly agree" and agree" in order to sustain that they are satisfied with the communication they receive from their child's school on the DTSDE parent survey.	64% strongly agree 28% agree 3% disagree 5% strongly disagree that they receive satisfactory communication from their child's school.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Lack of one common tool used to communicate with parents.
Lack of updated parent/ guardian phone numbers or email addresses.
Teacher communication with parents met the minimum requirement.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Sept 2020	Sept 2020	Administration will present staff of the overview of suggestive methods to increase home/ school communication.
Sept 2020	Sept 2020	School leaders and staff will meet during Meet and Greet Night to inform parents of communication methods
Sept 2020	Jan. 2021	The school leader will provide students with agendas/folders to improve home-school communication.
Oct. 2020	Jan. 2021	PTA and parent liaison will create, supply and update parent information board.
Oct. 2020	Jan. 2021	School leaders will monitor parent/teacher communication logs.
Oct. 2020	Jan. 2021	Technology Link will monitor and update website.
Oct. 2020	Jan. 2021	Parent workshops will be conducted during PTA meetings.
Sept 2020	Jan. 2021	Translating information for non-English speaking parents.

## Survey Goal

### 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
Reviewing Parent/ teacher communication log	By June 2021, at least 92% of parents will select "strongly agree" and agree" in order to sustain that they are satisfied with the communication they receive form their child's school on the DTSDE parent survey.
Increase Parent Engagement Activities offered and attended.	By June 2021, at least 92% of parents will select "strongly agree" and agree" in order to sustain that they are satisfied with the communication they receive form their child's school on the DTSDE parent survey.

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan. 2021	June 2021	Teachers will document contact with parents every marking period to provide updates on individual students' academic progress.
Jan. 2021	June 2021	Teachers will utilize progress sheets to improve home/school communication for students receiving PBIS Tier 2 intervention.
Jan. 2021	June 2021	The school leadership team in collaboration with families will create a Data Wall to communicate grade-level progress and interventions needed.
Jan. 2021	June 2021	The school leadership team in collaboration with families will create and sustain a Parent Information Center with resources.
Jan. 2021	June 2021	Parent workshops will be offered to show them how to navigate the website.
Jan. 2021	June 2021	Continue translating information for non-English speaking parents.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Online parent groups	PTA meetings	August - June
Teacher/Parent online contact	Research parent online contact method i.e. Class Dojo	August
Parent workshops	PTA to host workshops	September - June
Language translations	Research tool for language translations	September- June

## Submission Assurances

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

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

## Submission Instructions

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

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

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

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