

SCEP Cover Page



2020-21
High School
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Mount Vernon High School	Ronald Gonzalez	9-12

Accountability Data

Completing this Document

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

Required:

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

Potential other goals:

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

2018-19 Accountability Data

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

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

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.

TSI Subgroups	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
Hispanic	1	2	1	4	1	1	1
SWD	1	2	1		1	2	1
ELL/MLL	1	1	1	3		1	1

Stakeholder Participation

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
11/1/19	x	x			
1/22/20	x	x			
2/14/20	x	x	x	x	
5/15/20	x	x		x	
6/2/20	x		x	x	x
9/1/20	x				x

TSI School Stakeholder Involvement

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	The SCEP team is made up of teachers from all content areas including, English Language Arts, social studies, science, math, reading, special education and career and technical education. The team also includes school counselors versed in course articulation and CCC-R expectations.
Parents with children from each identified subgroup	Survey results, TSI reports from 12/6/19 & 1/22/20.
Secondary Schools: Students from each identified subgroup	Principal's Advisory Council consists of students from all grades and levels.

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
		11/1/19	1/22/20	2/14/20	5/15/20	6/2/20	9/1/20	
Ronald Gonzalez	Principal	x	x		x	x	x	
Pauline Pearce	Assistant Principal	x	x	x	x	x		
Severin Cornelius	Assistant Principal	x	x	x	x	x	x	
Erica Naughton	Department Chair	x	x	x	x	x	x	
Nina Capitelli	Counselor				x	x		
ToniAnn Trombetta	Counselor				x	x		
Lisa Dellaporte	Teacher				x	x		
Clinton Keegan	Teacher				x	x		
Daphne Platt	Teacher				x	x		

Stakeholder Involvement Signature Page

Joanne Maxwell	Teacher				x	x		
Andrea Sewall	Teacher/Title I				x	x		
Alicia McDowell	Parent Liaison				x	x	x	

Evidence-based Intervention

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	Development of teacher talent in the content areas as well as leadership development. Teachers will participate in grass-roots PLC sessions to create common assessments, conduct item analysis and shift their instructional practice as a result of the PLCs.

Clearinghouse-Identified

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

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

Evidence-based Intervention

<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

School-Identified

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

Strategy Identified	
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)	

Graduation Rate Goal

Graduation Rate Goal

Goal

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

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	ALL Students	4-year	80%	4-year
5-year		82%	5-year	78.7%
6-year		86%	6-year	84.7%

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	Economically Disadvantaged	4-year	80%	4-year
5-year		87%	5-year	83.1%
6-year		94%	6-year	90.1%

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	Hispanic	4-year	80%	4-year
5-year		82%	5-year	70.7%
6-year		86%	6-year	76.1%

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	ELL/MLLs	4-year	80%	4-year
5-year		80%	5-year	NA
6-year		80%	6-year	31.8%

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	African American	4-year	80%	4-year
5-year		82%	5-year	79.3%
6-year		86%	6-year	87.4%

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	SWDs	4-year	80%	4-year
5-year		82%	5-year	59.3%
6-year		86%	6-year	61.1%

Graduation Rate Goal

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
Student enrollment fluctuates due to a high transient rate. Students are not able to become accustomed to the systems and structures available to them.
The educational gaps that exist for SWD's are the result of the ongoing needs for professional development for our special education teachers.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
8/1/20	1/31/21	Review summer school data and grade articulation due to student passing.
8/1/20	1/31/21	Partnership with Community Based Organization, MV STRONG, to provide tutorial during class as well as wrap around after summer school day ended. All conducted via zoom.
8/1/20	1/31/21	Data analysis of attendance rates, daily formative assessments based on Summer School instructional delivery – all courses conducted via Zoom.
8/1/20	1/31/21	Parent outreach has changed significantly to include Google voice, email, text messaging and other electronic means to keep parents/families engaged.
8/1/20	1/31/21	Inventory of two specific cohorts – graduating class of 2020 and 2021 for alternative placement in District sponsored Sundown Academy, offering accelerated course options for students.
8/1/20	1/31/21	Counselor will create a list of deficiencies and needs for each of the “on edge” students (to be defined by numbers of credits and Regents that are close but not quite on pace for Graduation.). We will then assign students to different teachers who help provide support and assistance in their deficient areas.
8/1/20	6/30/21	Have CTE programs NYS Approved to Assist with graduation rates
8/1/20	6/30/21	Professional Development for CDOS for CTE Department

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.		
Cohort Group	On-Track in January 2020	January 2021 Target
4-year		80%
5-year		82%
6-year		86%

Graduation Rate Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
2/1/21	6/5/21	Continue the development of the PLC's especially for SWD's.
2/1/21	6/5/21	Continue to develop our common planning period to emphasize unit planning and curriculum development especially among our SWD teachers.
2/1/21	6/5/21	Further develop our curriculum around backward planning. Utilizing the ideas surrounding understanding by design we will develop units around "Big Ideas".
2/1/21	6/5/21	We will continue to look at policies that may negatively impact students of color. Furthermore, administration will look to encourage culturally responsive teaching.
8/1/20	6/30/21	Have CTE programs NYS Approved to Assist with graduation rates
8/1/20	6/30/21	Professional Development for CDOS for CTE Department

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
Electronic devices for each student.	Work with district staff to ensure all students have access to technology device.	Prior to start of school year.
SEL awareness and support	School counselors and social workers received training on SEL methods and will join Zoom classes throughout the school year to engage in SEL.	Prior to and throughout the school year.
SEL awareness and support	Outside agencies that further support SEL continue to be engaged and utilized as needed.	Prior to and throughout the school year.

ELA Goal

ELA Goal

Goal

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

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
ALL Students	1*	32%	16%	12%
	2*	12%	12%	10%
	3	30%	38%	33%
	4	16%	15%	20%
	5	9%	20%	25%
Hispanic	1*	38%	15%	12%
	2*	11%	9%	10%
	3	29%	37%	33%
	4	9%	15%	20%
	5	13%	24%	25%
SWD	1*	60%	39%	20%
	2*	14%	16%	10%
	3	17%	36%	30%
	4	6%	7%	15%
	5	2%	1%	10%
ELL	1*	69%	44%	20%
	2*	7%	13%	10%
	3	21%	36%	30%
	4	3%	7%	15%
	5	0%	0%	10%

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

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
Our ELA scores have improved over the years, yet, the need for culturally responsive teaching strategies are important. We also must continue the work with our reading teachers. The iReady program has increased ELA scores among our 9 th grade students.

ELA Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/24/20	2/1/21	The school has committed to utilizing “Understanding by Design” strategies to improve student performance, instruction and curriculum development. One of the UBD strategies we will use is called “Backward Design”.
8/24/20	2/1/21	Goal setting for learning outcomes, development of assessments (formative and summative), and developing learning activities that engage students will be important ways we address the root causes of our outcomes.
8/24/20	2/1/21	Critical reading strategies remain a focus throughout the upcoming school year. Teachers will use the AVID-based strategies to ensure students are using close reading strategies.
8/24/20	2/1/21	SPED ELA and ELL Teachers will offer targeted instruction to these groups and offer additional office hours for them on Wednesdays when we are virtual. Additionally, will meet with Grade Level PLCs to offer instructional solutions that target their areas of expertise
8/24/20	2/1/21	CTE Teachers will use Industry Vocabulary in lessons

Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.		
Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.		
Assessment	January 2020 Performance	January 2021 Target
iReady for 9 th grade students	N/A	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
10/1/20	6/30/21	iReady implementation and data disaggregated or instructional delivery.
1/31/21	6/30/21	KNIGHTS days PLCs will continue to develop and use common assessments and grade analysis to identify areas to further develop students’ skills.

ELA Goal

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
Electronic devices for each student.	Work with district staff to ensure all students have access to technology device.	
Electronic devices for each student.	Instruction will continue in either hybrid settings or full virtual via Zoom for all students.	
SEL awareness and support	School counselors and social workers received training on SEL methods and will join Zoom classes throughout the school year to engage in SEL.	
SEL awareness and support	Outside agencies that further support SEL continue to be engaged and utilized as needed.	

Math Goal

Math Goal

Goal

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

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

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
ALL Students	1*	42%	38%	25%
	2*	31%	27%	20%
	3	26%	32%	35%
	4	1%	3%	15%
	5	0%	0%	5%
Hispanic	1*	45%	36%	25%
	2*	30%	23%	20%
	3	25%	39%	35%
	4	0%	2%	15%
	5	0%	1%	5%
SWD	1*	72%	55%	45%
	2*	21%	27%	25%
	3	7%	18%	20%
	4	1%	0%	10%
	5	0%	0%	%
ELL	1*	54%	43%	35%
	2*	26%	16%	12%
	3	20%	33%	33%
	4	0%	8%	15%
	5	0%	0%	5%

Math Goal

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
ALL Students	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%
Hispanic	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%
SWD	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%
ELL	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

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

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (and Geometry, if applicable)?	Is this specific to certain sections of the school (grade/content area)?
Comprehension of mathematical text. Ss must decode words, see structure in expressions and equations and interpret graphs and charts.	
Breakdown complex problems into logical steps.	
Ss ability to persevere throughout the learning process.	
Ss learn to self-monitor	

Math Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/24/20	2/1/21	Continuing marking the text for mathematical text.
8/24/20	2/1/21	T design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback) <ul style="list-style-type: none"> ▫ S created “how tos” for a directed audience
8/24/20	2/1/21	Continue content specific PLCs (algebra, geometry, algebra 2) <ul style="list-style-type: none"> ▫ S goal setting and progress monitoring ▫ Encouraging S choice and voice (conscious effort to ask for help and access resources when stuck) ▫ Student-led parent conferences
8/24/20	2/1/21	Knight’s Days and PLC will be used to develop and analyze lessons using the stages of Understanding by Design
8/24/20	2/1/21	T will utilize envisions software to support learning goals and conceptual understanding of the content.

Mid-Year Benchmark

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

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
1/31/21	6/30/21	Continuing marking the text for mathematical text.
1/31/21	6/30/21	T design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback) <ul style="list-style-type: none"> ▫ S created “how tos” for a directed audience
1/31/21	6/30/21	Continue content specific PLCs (algebra, geometry, algebra 2) <ul style="list-style-type: none"> ▫ S goal setting and progress monitoring ▫ Encouraging S choice and voice (conscious effort to ask for help and access resources when stuck) ▫ Student-led parent conferences
1/31/21	6/30/21	Knight’s Days and PLC will be used to develop and analyze lessons using the stages of Understanding by Design

Math Goal

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
Students' ability to mark text using electronic means	PD for teachers so they can teach their students how to use the resources appropriately	Sept 2020
Fidelity of assessments via virtual environment	Create performance-based assessments	

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
District Issued Climate Survey	Responses on separate document		

Commented [A1]: G.Prince
The 3 DTSDE surveys for Staff, Parents, and Students.

On item appears as a "Lowest Ranking Indicator" on all three:

Student Survey: "Students do not get in fights or hurt each other at my school" - 87% Disagree or Strongly Disagree.
Parent Survey: "Students do not threaten and/or bully each other" - 63% Disagree or Strongly Disagree.
Staff Survey: "Students do not threaten and/or bully each other in this school" - 80% Disagree or Strongly Disagree.

This all falls under Social-Emotional Learning. I'm sure with your strong guidance department and deans you can address this fairly easily.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Technology challenges my hinder engagement and involvement.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/11/20	9/11/20	District and school-based laptop distribution
9/16/20	9/16/20	District and school-based laptop distribution
9/30/20	9/30/20	District and school-based laptop distribution

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

Planning for January to June

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

Start	End	Action

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

ELP Goal

ELP

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

June 2021 Goal	2018-19 ELP Success Ratio
NOT Required – All 2018-2019 Proficiency Rates were 2 or 3 with ALL STUDENTS at Level 3	1.2

Root Causes

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

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
N/A		

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
N/A		

ELP 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
N/A		

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
N/A		

Chronic Absenteeism Goal

Chronic Absenteeism

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

Subgroup <i>(CSI Schools use "All Students")</i>	June 2021 Goal	2018-19 Chronic Absenteeism Rate
ALL Students	38%	48.5% (L1)
Asian/Pacific Islander	10%	15.6% (L1)
African American	35%	45.9% (L1)
Economically Disadvantaged	40%	49.0% (L1)

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?)
Transportation has been an economic hardship for students who live furthest away from the school.	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
9/1/20	2/1/21	We have coordinated efforts with BEE Line Bus Company to offer transportation passes to MVHS students at a discounted rate.
		Identify and coordinate discharge process for non-attendees

Chronic Absenteeism Goal

Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences			

Planning for January to June

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

Start	End	Action
9/1/20	6/30/21	Creation of hybrid/blended learning to ensure access.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

College, Career, and Civic Readiness Goal

College, Career, and Civic Readiness

Goal

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

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
ALL Students		70.1
Hispanic		50.0
SWD		33.8
ELL/MLL		6.3

Root Causes

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

Targeted Monitoring

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

College, Career, and Civic Readiness Goal

Action Plan: August to January

What will the school do in the first half of the year to address root causes and support the readiness measures identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	6/30/21	Students will have access to Industry Certifications and Stackable Credentials
9/1/20	6/30/21	CTE Department has articulation agreements with the following universities: Automotive – Alfred State TV Production – College of Westchester and Alfred State CISCO – SUNY WCC and Alfred State Nursing – Alfred State Culinary – Alfred State, Monroe College and (WCC agreement by November 2020) Graphic Arts – Alfred State and College of Westchester Test Out – Alfred State Work – Based Learning Teachers is finding virtual internship for students CDOS Teacher that is identifying students that will qualify for the credential

Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved.		
The school’s mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated		
Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-year Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address root causes and support the readiness measures identified previously ? (add additional rows as needed)		
Start	End	Action

College, Career, and Civic Readiness Goal

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

Submission Assurances and Instructions

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 investigated areas of low performance and resource inequities to identify strategies to address resource 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).