New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-2021
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
MVCSD	Pennington	Alan Gonzalez	PreK-8

2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students						

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as "TSI" based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
6/2/2020	*x*				
6/22/20	x	x	x	x	x
6/23/20	x	x	x	x	x
6/24/20	x	x	x	x	x
6/25/20	x	x	x	x	x
6/26/20	x	x	x	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	N/A
Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*						Signature
		6/02	6/22	6/23	6/24	6/25	6/26	
Alan Gonzalez	Principal	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Francia Mendoza	Assistant Principal	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Laurie Tucci	Reading Specialist	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Lynda Tarantino	Elementary Teacher	x		x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Shereene Shames	Secondary Teacher	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Jaclyn Friedman	Special Education Teacher	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)

Michelle Atterberry	AVID Teacher	x	x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)
Charlene Clarke	Parent						x	Virtual Meetings (Principal Verified Attendance)
Zoe Clarke	Student						x	Virtual Meetings (Principal Verified Attendance)
Tania Galin	Parent Liaison		x	x	x	x	x	Virtual Meetings (Principal Verified Attendance)

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	N/A
SCEP Goal(s) this strategy will support	N/A

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
	By June 2021, the goal of Pennington School is to decrease the overall number of ELA tier 3 students by 5%.	114
	By June 2021, the goal of Pennington School is to decrease the overall number of ELA tier 2 students by 5%.	114
	By June 2021, the goal of Pennington School is to decrease the number of students performing well-below and below proficient (Dibels) in grades K-1 by 5%.	114

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?)
According to the MOY iReady 2020 ELA Diagnostic Assessment for grades 2-8 at Pennington School, 26% of students are considered tier 3 and 28% of students are considered tier 2.	Grades 2-8
Based on the MOY data for grades K-1 from the DIBELS Assessment, 14% of students in Kindergarten and 15% in 1st grade scored well-below proficient and 20% of Kindergarten students and 13% of 1st grade students scored below proficient.	Grades K-1
If the school uses the MOY iReady Diagnostic Assessment Data to identify students who are performing below proficiency with vocabulary (22% Tier 3) and reading comprehension (Literature 29% Tier 3 and Informational 30% Tier 3), then teachers and reading specialists can provide students with intervention and small group instruction that address students' academic needs.	Grades 2-8
Students pulled out of class for services multiple times during the week.	All Grades
Students did not receive consistent Tier 3 support in ELA. Middle School did not have a reading specialist to work with the students in need.	Grades 6-8

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**
September2020*	October 2020*	Teachers in grades K-1 will administer BOY Dibels assessment. Teachers in grades 2-8 will administer BOY iReady ELA diagnostic assessment.
October 2020*	January 2021*	Building RTI team will meet monthly to review data and discuss referrals/check student progress.
October 2020*	January 2021*	Daily/weekly AIS and evidence-based interventions will be provided to tier 2 (classroom teachers) and tier 3 (reading specialists) students.
October 2020*	January 2021*	Teachers will implement learning stations/centers during RTI period to address the academic needs of the students.
October 2020*	January 2021*	Administrators will conduct walkthroughs to ensure best practices are being implemented building wide.
September2020*	January 2021*	Professional development will be provided during the monthly curriculum meetings, focusing on learning stations/centers and ELA best practices.
September2020*	January 2021*	AVID teachers will share AVID reading/writing/vocabulary strategies.
September2020*	January 2021*	Teachers will participate in PLC in order to collaborate on data analysis and implementation of strategies across the curriculum to address student needs.
September2020*	January 2021*	Implementation of a balanced literacy structure in the Journey's curriculum, guided reading, word work/vocabulary, reading comprehension and small group instruction
September 2020*	January 2021*	Implementation of building wide strategies for vocabulary acquisition using interactive and student generated word walls.
September 2020*	January 2021*	Implementation of writing across the curriculum focusing on writing strategies (middle school grades).
September 2020*	January 2021*	Checking for Understanding (before, during, after) will be a school wide focus to ensure mastery from all students. Professional development will be provided.
September2020*	January 2021*	Teachers, ELA instructional coach and support staff collaborate on how to differentiate and utilize various ELA/literacy strategies to support all students with different skill sets, including English Language Learners and Students with Disabilities.
September2020*	January 2021*	Teachers and support staff will continue to collaborate to address social emotional lessons and learning for students.

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
Dibels	14% of students in Kindergarten and 15% in 1st grade scored well-below proficient and 20% of Kindergarten students and 13% of 1st grade students scored below proficient.	12% of students in Kindergarten and 13% in 1st grade will score well-below proficient and 18% of Kindergarten students and 11% of 1st grade students will score below proficient.
IReady ELA	Pennington School, 26% of students are considered tier 3 and 28% of students are considered tier 2.	22% of students will be considered tier 3 and 26% of students will be considered tier 2.

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*	February 2021*	Teachers in grades K-1 will administer MOY Dibels assessment. Teachers in grades 2-8 will administer MOY iReady ELA diagnostic assessment.
January 2021*	June 2021*	Building RTI team will meet monthly to review data and discuss referrals/check student progress.
January 2021*	June 2021*	Daily/weekly AIS and evidence-based interventions will be provided to tier 2 (classroom teachers) and tier 3 (reading specialists) students.
January 2021*	June 2021*	Teachers will implement learning stations/centers during RTI period to address the academic needs of the students.
February 2021*	June 2021*	Administrators will conduct walkthroughs to ensure best practices are being implemented building wide.
January 2021*	June 2021*	Professional development will be provided during the monthly curriculum meetings, focusing on learning stations/centers and ELA best practices.
January 2021*	June 2021*	AVID teachers will share AVID reading/writing/vocabulary strategies.

January 2021*	June 2021*	Teachers will participate in PLC in order to collaborate on data analysis and implementation of strategies across the curriculum to address student needs.
January 2021*	June 2021*	Implementation of a balanced literacy structure in the Journey's curriculum, guided reading, word work/vocabulary, reading comprehension and small group instruction.
January 2021*	June 2021*	Checking for Understanding (before, during, after) will be a school wide focus to ensure mastery from all students. 2/2
January 2021*	June 2021*	Implementation of writing across the curriculum focusing on writing strategies (middle school grades).
January 2021*	June 2021*	Teachers and support staff will continue to collaborate to address social emotional lessons and learning for students.

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**
ELA Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content and skills are covered in Fall.	August 2020
ELA standards need to be reviewed by each grade level	Identify the ELA standards not taught due to school closure in each grade level within vertical/horizontal/team meetings.	August-September 2020
Prioritize ELA standards	Focus on the ELA standards that each grade level identified.	August-September 2020

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
	By June 2021, the goal of Pennington School is to decrease the overall number of Math tier 3 students by 5%.	99
	By June 2021, the goal of Pennington School is to decrease the overall number of Math tier 2 students by 5%.	99

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?)
According to the MOY iReady 2020 Math Diagnostic Assessment for grades 2-8 at Pennington School, 24% of students are considered tier 3 and 43% of students are considered tier 2.	Grades 2-8
If the school uses the MOY iReady Diagnostic Assessment Data to identify students who are performing below grade level, then teachers can provide students with intervention and small group instruction that address students' academic needs.	Grades 2-8
Students pulled out of class to receive support services.	All Grades
Inconsistent and effective use of CPA approach in classrooms. Need consistent observations and feedback.	All Grades

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**
September2020*	October 2020*	Teachers in grades 2-8 will administer BOY iReady Math diagnostic assessment.
September2020*	January 2021*	Provide coherent and well-structured math lessons: fluency practice, modeling, guided practice, independent practice, use of technology (interactive).
September2020*	October 2020*	Teachers will receive professional development in CPA approach.

September2020*	January 2021*	Follow CPA (concrete, pictorial, abstract) approach that includes manipulatives and visuals.
September2020*	January 2021*	Provide targeted support via strategies that will utilize RTI groups in learning stations to focus on math vocabulary acquisition, standards, concepts, application, analysis, and reasoning skills.
September2020*	January 2021*	Implementation of building wide strategies for vocabulary acquisition using interactive and student generated word walls.
September2020*	January 2021*	Checking for Understanding (before, during, after) will be a school wide focus to ensure mastery from all students. Professional development will be provided.
September2020*	January 2021*	Teachers will participate in weekly PLC in order to collaborate on data analysis and implementation of strategies across the curriculum to address student needs.
October 2020*	January 2021*	AVID teachers will share AVID math strategies such as 2 and 3-column notes, marking the text, and Frayer-Model.
September2020*	January 2021*	Teachers and support staff collaborate on how to differentiate and utilize various math strategies to support all students with different skill sets, including English Language Learners and Students with Disabilities.
September2020*	January 2021*	Utilization of interactive activities, small group instruction, and personalized instruction.

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
I-Ready Math	According to the MOY iReady 2020 Math Diagnostic Assessment, 24% of students are considered tier 3 and 43% of students are considered tier 2.	22% of students will be considered tier 3 and 41% of students will be considered tier 2.

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*	February 2021*	Teachers in grades 2-8 will administer MOY iReady Math diagnostic assessment.

January 2021*	June 2021*	Provide coherent and well-structured math lessons: fluency practice, modeling, guided practice, independent practice, use of technology (interactive). Follow CPA (concrete, pictorial, abstract) approach.
January 2021*	June 2021*	Provide targeted support via strategies that will utilize RTI groups in learning stations to focus on math vocabulary acquisition, standards, concepts, application, analysis, and reasoning skills.
January 2021*	June 2021*	Implementation of building wide strategies for vocabulary acquisition using interactive and student generated word walls.
January 2021*	June 2021*	Checking for Understanding (before, during, after) will be a school wide focus to ensure mastery from all students.
January 2021*	June 2021*	Teachers will participate in PLC in order to collaborate on data analysis and implementation of strategies across the curriculum to address student needs.
January 2021*	June 2021*	AVID teachers will share AVID math strategies such as 2 and 3-column notes, marking the text, and Frayer-Model.
January 2021*	June 2021*	Teachers and support staff collaborate on how to differentiate and utilize various math strategies to support all students with different skill sets, including English Language Learners and Students with Disabilities.
January* 2021	June 2021*	Utilization of interactive activities, small group instruction, and personalized instruction.

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**
Math Curriculum Maps need updating	Convene vertical teams to ensure last year's major content, concepts and skills are reviewed/covered in Fall.	August 2020
Math standards need to be reviewed by each grade level	Identify the Math standards not taught due to school closure in each grade level within vertical/horizontal team meetings.	August-September 2020
Prioritize Math standards	Focus on the Math standards that each grade level identified.	August-October 2020

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, Pennington School will increase the level of student achievement for SWDs by 5%.	57% of SWD performed at a level 1 on the NYS ELA Assessment. 60% of SWD are in tier 3 in ELA as per MOY iReady data.
By June 2021, Pennington School will increase the level of life skills for SWDs by 10% using progressing monitoring as per goals on IEPs.	No data evident due to COVID-19 school closure. Current goal based on teacher feedback.

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?)
Students pulled out of class for services as per their IEPS and missing out on content specific instruction.	All Grades
Students more than one grade level below making it difficult to read and comprehend grade level content.	All Grades
Our population of students have an increase of social and emotional needs.	All Grades

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 2020*	January 2021*	Support staff (Teacher Assistants) will be provided professional development focusing on differentiation and targeted strategies to support students with disabilities.
September 2020*	January 2021*	Administration, Special Education Supervisor, teachers, and teaching assistants will participate in meetings to review/discuss IEPs and progress monitor.
September 2020*	January 2021*	SWDs will attend Academic Power Hour for ELA and/or Math (based on the individual needs of the students).
September 2020*	January 2021*	Daily/weekly AIS and evidence-based interventions will be provided to tier 2 and tier 3 students.
September 2020*	January 2021*	Lessons that support social emotional learning (SEL) will be implemented.
September 2020*	January 2021*	Resource teachers will work closely with the classroom teachers and teaching assistants to address the students' needs and IEP goals.

September 2020*	January 2021*	After school program to meet the social and emotional needs of these students.
September 2020*	January 2021*	Teachers and support staff will incorporate vocabulary and reading comprehension strategies during lessons.

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
iReady	60% of SWD are tier 3 in ELA, as per MOY iReady Data	55% of SWD will be in tier 3 in ELA

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	Administration, Special Education Supervisor, teachers, and teaching assistants will participate in meetings to review/discuss IEPs and progress monitor.
January 2021	May 2021	SWDs will attend Academic Power Hour for ELA and/or Math (based on the individual needs of the students).
January 2021	June 2021	Daily/weekly AIS and evidence-based interventions will be provided to tier 2 and tier 3 students.

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**
Support for SWD in distance learning	Support staff will continue to collaborate with teachers to address student needs.	September 2020 to June 2021
Support for SWD in social emotional learning	Teachers and support staff will continue to collaborate to address social emotional lessons and learning for students.	September 2020 to June 2021

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)
White	By June 2021, increase the level of chronic absenteeism from a 1 to a 2.	Level 1 as per Chronic Absenteeism Accountability Report

Root Cause

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?)
As per the 2018-2019 Chronic Absenteeism Accountability Report, 15.8% of students (subgroup, white) were considered chronically absent.	Grades 2, 3, 4, and 7
As per the 2019-2020 Chronic Absenteeism Report, 16% of students (subgroup, white) were considered chronically absent or at risk of being chronically absent as per their attendance patterns.	Grades 1, 2, 3, 4, 6, and 7

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**
August 2020*	September 2020*	Create an attendance committee (assistant principal, counselors, parent liaison, administrative assistant) to review, communicate and address students that chronically absent or at risk.
September 2020*	January 2021*	Run attendance report every two weeks to review with the committee and classroom teachers.
October 2020*	January 2021*	Contact families of students that are at risk or are chronically absent, as needed. Letters will be sent home.
September2020*	January 2021*	Teachers will take daily attendance by 9am. Middle School teachers will take daily attendance per period. Late passes will be given by school officers. After 9am, school secretary will mark students late using the late passes.
October 2020*	January 2021*	Implement monthly celebrations and incentives for perfect attendance for individual students and for classrooms.
September2020*	January 2021*	Administration and staff will discuss the importance of attendance with parents during meetings, assemblies and/or 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 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
Chronic Absenteeism Accountability Report	**White**	15.8 % chronically absent	13%

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	Run attendance report every two weeks to review with the committee and classroom teachers.
January 2021	June 2021	Contact families of students that are at risk or are chronically absent, as needed. Letters will be sent home.
January 2021	June 2021	Teachers will take daily attendance by 9AM. Middle School teachers will take daily attendance per period. Late passes will be given by school officers. After 9am, school secretary will mark students late.
January 2021	June 2021	Implement monthly celebrations and incentives for perfect attendance for individual students and for classrooms.
January 2021	June 2021	Administration and staff will discuss the importance of attendance with parents during meetings, assemblies and/or 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**
Students not participating in digital learning	Use analytics data from Schoology to identify the students/families that are non-responsive. Create a schedule that can be followed by students and staff.	September 2020
Families having difficulty accessing/navigating the digital programs/platforms	School support staff (counselors, parent liaison, social worker, tech link...) will assist the families	September 2020
Reopening of schools. Families not sending students to school due to safety concerns.	Dependent on district model of reopening plan, access to digital instruction and learning will be implemented.	Tentative Date of September 2020*

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)*
Parents	How strongly do you agree or disagree with the following statement? This school focuses on meeting my child's needs.	30% of parents, disagree or strongly disagree with the statement: This school focuses on meeting my child's needs.	40% of parents, disagree or strongly disagree that the school focuses on meeting their child's needs, as per the 2019-2020 DTSDE Survey for Parents.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Inconsistent lines of communication between parents, teachers and school leadership.
Change in school leadership over the past few years.
Insufficient parent workshops/events that support student needs.

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**
September2020	January 2021	Create and distribute a monthly school calendar for parents and students.
October 2020	January 2021	Create and distribute a quarterly school newsletter for parents and students.
September 2020	January 2021	Teachers and support staff will use a variety of platforms to communicate with parents such as Schoology, ClassDojo, emails, letters, phone calls, in-person meetings.
September 2020	January 2021	School staff will work with the PTA to strengthen the parent-teacher-student relationship.
October 2020	January 2021	Provide parent workshops/events focused on promoting student learning and meeting their needs (based on the needs of the school).
September 2020	January 2021	Parent liaison will bridge the gap between the school, parents, and community. Parent liaison will attend school events/PTA functions.
November 2020	November 2020	Implementation of parent survey to address concerns.

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
School created survey	Reduced from 40% to 35% of parental disagreement regarding school meeting student needs.

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	Create and distribute a monthly school calendar for parents and students.
January 2021	June 2021	Create and distribute a quarterly school newsletter for parents and students
January 2021	June 2021	Teachers and support staff will use a variety of platforms to communicate with parents such as Schoology, ClassDojo, emails, letters, phone calls, in-person meetings.
January 2021	June 2021	School staff will work with the PTA to strengthen the parent-teacher-student relationship.
January 2021	June 2021	Provide parent workshops/events focused on promoting student learning and meeting their needs (based on the needs of the school).
January 2021	June 2021	Parent liaison will bridge the gap between the school, parents, and community. Parent liaison will attend school events/PTA functions.
May 2021	May 2021	Implementation of parent survey to address concerns.

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
Consistent communication with parents/guardians	Consistent use of various digital platforms (Schoology, School Website, Class Dojo, Social Media, Robo Calls, Phone Calls, Emails)	Ongoing
Limited digital knowledge and/or access to technology	Implement digital learning workshops for parents/guidance for various digital platforms.	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).