New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Traphagen Elementary School	Carol Quinones	Pre K-8

2018-19 Accountability Data

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

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

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

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

Stakeholder Participation

Background

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

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
June 18, 2020	*x*	*x*	x	x	x
June 19, 2020	x	x	x	x	x
June 25, 2020	x	x	x	x	x
June 26, 2020	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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*										Signature
		6/18	6/19	6/25	6/26							
Carol Quinones	Principal	x	x	x	x							*Carol Quinones*
Shane Davanzo	Teacher	x	x	x	x							*Shane Davanzo*
Alexandra Jean	Teacher	x	x	x	x							*Alexandra Jean*
Sally Manganiello	Teacher	x	x	x	x							*Sally Manganiello*
Stephanie Martino	Counselor	x	x	x	x							*Stephanie Martino*

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	
SCEP Goal(s) this strategy will support	

☐ **Clearinghouse-Identified**

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

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

☐ **School-Identified**

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

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
	40 % of students in grades 3-8 will achieve proficiency on the NYS ELA exam	2018 - 34 % proficiency (Grades 3-6) 2019 – 40 % proficiency (Grades 3-6)

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?)
Traphagen School had a 6 % increase in student proficiency due to: Data driven lesson planning, small group instruction, Weekly PLCs to improve teaching practices, Academic Intervention Services, formative assessments, conferencing with students, goal setting, and professional staff development.	Grades 3-6

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
September	January	PLCs will be scheduled once per cycle to allow teachers to plan, collaborate and share best practices. Classroom teachers will have the opportunity to work with the reading specialists, ENL teacher, resource teacher and speech teacher to review student performance and data and set academic goals for students.
September	January	Teachers will attend at least 2 professional development seminars / workshops in the areas of literacy and technology to hone their skills.
September	January	Literacy coach consultant will conduct professional development in small group instruction, modeling best practices, and utilizing student data to drive instructional practice.
September	January	Informal and formal observations conducted by administrators to provide feedback in order to support teachers with the development of effective, rigorous lessons that impact student performance.
September	January	Administer I-Ready and DIBELs benchmark assessments (BOY and MOY), Progress monitoring (Bi-monthly), Leveled Literacy Intervention (4 times per week by Reading Specialists, Waterford (weekly), Raz Kids (Literacy work

		stations), Journeys / Collections benchmark and end of unit assessments to collect and evaluate data to differentiate instruction.
September	January	Assessment of small group instruction through check lists, rubrics, skills and strategies templates, and conferencing with students in order to effectively plan next instructional steps based on the data collected.
September	January	Teachers will conduct inter and intra-visitation; teachers K-8; quarterly; to share best teaching practices.
September	January	Teachers will share best digital practices in Schoology; teachers K-8; quarterly.
September	January	RTI Team will identify students most at risk based on State exam results, iReady, DIBELs , end of unit summative assessment data, and conduct meetings to establish standards, skills and strategies plan for students; RTI team will meet weekly to identify the appropriate interventions to support students.
September	January	RTI Team will create a pacing calendar identifying meeting times with administration to discuss high risk students based on the previous year's data. Meetings will be designed to identify interventions and progress monitor them within a 4-week period.
September	January	Students who perform at either a Level 2 or low 3 on the NYS exam will be instructed during Academic Power Hour for ELA after school two times per week.
September	January	ELL Teacher will identify students' needs and proficiency levels based on the NYSESLAT and NYSITELL data; allocating number of meeting times according to proficiency levels, utilizing Journeys, Collections, I-Ready and Raz Kids programs for differentiated instruction.
September	January	Superintendent Reading Challenge Assembly Kick Off, monthly recording and bulletin board illustrating number of books read by individual students with responses made for Supt. Reading Challenge, in order to highlight the importance of reading and develop lifelong reading habits; preK-8 Teachers, Reading Specialists.

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
IReady ELA Grades 2-8	IReady Grades 2-7: 46% of all students performed at a Tier 1 Level in iReady MOY. 28% of students achieved Tier 2. 26% of students performed at Tier 3.	5% of all Grades 2-8 students who are in Tier 2 and 3 will move up to the next Tier Level: 51% will perform at Tier 1. 28% will achieve Tier 2. 21% will perform at Tier 3.

DIBELS K and 1	76% of all K students performed at a Tier 1 Level in MOY DIBELS 2020. 24% of all K students performed at a Tier 2 or 3 level. Incoming K: no current DIBELS data.	5% of all 1st Grade students in Tier 2 and 3 will move up to the next Tier Level: 19% of all K students will perform at a Tier 2 and 3 Level. Incoming K: 5% of all students will progress to the next Tier.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
January	June	Common Planning time will be used as follows: 1. PLC's 2. Data analysis 3. Creating formative assessments. 4. Developing units of study 5. Creating pre and post assessments 6. Creating rubrics and checklists 7. Establishing student goals and identifying standards-based skills
January	June	Teachers will attend at least 2 professional development seminars / workshops in the areas of literacy and technology to hone their skills.
January	June	Literacy coach consultant will conduct professional development in small group instruction, modeling best practices, and utilizing student data to guide instructional decisions.
January	June	Informal and formal observations conducted by administrators to provide feedback to support teachers with planning effective, rigorous lessons.
January	June	Administer I-Ready and DIBELs benchmark assessments (BOY and MOY), Progress monitoring (Bi-monthly), Leveled Literacy Intervention (4 times per week by Reading Specialists, Waterford (weekly), Raz Kids (Literacy work stations), Journeys / Collections benchmark and end of unit assessments to collect and evaluate data to differentiate instruction
January	June	Assessment of small group instruction through check lists, standards- based assessments and conferencing with students in order to effectively plan next instructional steps based on student data.
January	June	K-8 Teachers will conduct inter and intra-visitations quarterly; to share best teaching practices.
January	June	K-8 teachers will share best digital practices in Schoology quarterly.
January	June	RTI Team will identify students most at risk based on State exam data, iReady or DIBELs, and end of unit data. RTI meetings will be designed to focus on standards, skills and strategies and interventions to support students. RTI team will meet weekly.
January	June	RTI Team will evaluate, monitor and use the pacing calendar to identify meeting times with administration to discuss high risk students based on current data.

January	June	Students who perform at either a Level 2 or low 3 on the NYS exam will attend the Academic Power Hour for ELA after school two times per week.
January	June	ELL students will continue to receive services according to proficiency levels identified on NYSESLAT and NYSITELL exams; utilizing Journeys, Collections, I-Ready and Raz Kids programs for differentiated instruction; ELL Teacher, number of sessions decided by proficiency level data.
June	August	RTI Team, Administration and classroom teachers will identify 1st - 8th Grade students most at risk based on State exam, iReady or DIBELs and end of unit data in order to enroll students in need of further academic support to participate in the Summer School Program.
June	August	Superintendent Reading Challenge End of Year Celebration, monthly recording and bulletin board illustrating number of books read by individual students with responses made for Supt. Reading Challenge in order to highlight importance of reading and develop lifelong reading habit; preK-8 Teachers and students, Reading Specialists.
March		Dr. Seuss weeklong Literacy event and PreK-6 Buddy Read Aloud in order to highlight importance of reading and develop lifelong reading habit; Reading Specialists, preK-6 teachers, students and parents.
June		Summer Reading Kick Off Assembly to highlight the importance of reading over the summer and avoid summer regression; Reading Specialists; PreK-8 teachers and students; one day event.

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
Technology training for parents.	Technology instruction for parents on navigating Schoology, office 365, and zoom.	September
Bridging the achievement gap.	Teachers will review previous grade level work from curriculum map that was assigned during digital learning.	September
Technology training for students.	Students will be instructed on using technology to navigate school website, email, Schoology, office 365, and other instructional websites.	September - January
Rectify Chronic Absenteeism	Daily Check-ins by classroom teachers, specialists, guidance counselor, school psychologist, social worker, and Administration to ensure that all students are socially and emotionally prepared to learn. The PPs Team will meet with parents to provide support as needed.	September – June

Technological equipment and WiFi availability	District to provide an adequate supply of devices and WiFi for students in need in order to access and complete schoolwork.	September-June

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
	40% of students in grades 3-8 will reach proficiency on the NYS Math Exam	2018- 31% of students in grades 3-6 reached proficiency. 2019- 40% of students in grades 3-6 reached proficiency.

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?)
Traphagen had a 9% proficiency rate increase in math due to: Small group instruction Explicit direct instruction Differentiated instruction Common planning time Data driven instruction Formative assessments Benchmark assessments Goal setting Professional Development Conferencing and feedback After School support	Grades 3-6

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
August	January	**Build PLC's (Common planning time into the master schedule)**
August	January	**RTI Team will meet to identify students in need of greater support to meet the grade level standards RTI Team will meet with teachers to identify interventions**
August	January	**Professional Development**
August	January	**Develop benchmark assessments**
August	January	**Administer iReady diagnostic in the beginning of the year (BOY) and middle of the year (MOY)**

August	January	**Set academic goals with students and follow up with weekly conferences and actionable feedback**
August	January	**Small group instruction and partnership work**

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
IReady Assessment Grades 2-8	42% of students in grades 2-7 performed in Tier 1 34% of students in grades 2-7 performed in Tier 2 24% of students in grades 2-7 Performed in Tier 3	10% of students in grades 2-7 who performed in Tier 2 will move to Tier 1 8% of students who performed in Tier 3 will move to 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	June	Students will continue to use IReady as an instructional support.
January	June	Teachers will administer MOY assessments and EOY assessments.
January	June	Common planning time will allow teachers to analyze student data to inform instructional practice.
January	June	Teachers will continue to provide small group instruction to support targeted skills.
January	June	RTI team will meet with classroom teachers to continue to provide interventions for students and monitor progress.

January	June	Teachers will use formative assessments to measure the effectiveness of their lessons and provide extended learning opportunities for students to close the achievement gap as well as build on students' understanding of skill/s.
January	June	Teachers will continue to use technology as a platform for learning using project-based learning to support standards and skills.
January	June	Teachers will continue to set academic goals with students and follow up with conferences and actionable feedback.
January	June	Teachers will develop pre and post assessments to measure student progress.
January	June	Teachers will continue to differentiate 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
Individual	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Individual devices for students	Distribution of devices by the District Federal Grant initiatives	August- September
Continuity of instruction	Provide teachers and students with access to a learning platform that supports video conferencing, synchronize and asynchronize instructional strategies Project Based Learning Problem Based Learning Professional Development for teachers to address the continuity of instruction	August- September
Parental support for technology	Parents will need support in navigating the learning platform – Schoology as well as Zoom	Ongoing
Opportunity to extend student learning for improvement –opportunity gap	Teachers will need Professional Development on providing students with Extended Learning Opportunities (that measure skills alongside standards) using a digital platform	Ongoing
Assessing students on a digital platform	Assessing students on a digital platform alongside a continuum of learning aligned to standards and skills	Ongoing
Student attendance on a digital platform	Ensuring that students are logging onto the digital platform and completing work as well as logging onto scheduled Zoom conferences with the classroom teacher	Ongoing

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)
80% of students agree that students do not bully each other.	As of 2019-2020, 66% of students agree that students do not bully each other.

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?)
Possible theories: unstructured environments- including but not limited to... arrival, dismissal, recess, cafeteria, transitions between classes, bathrooms, cyberbullying.	Schoolwide

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	January	Student Handbook and Code of Conduct Assembly; administration and PPS staff; quarterly; to acquaint students with the expectations for appropriate behavior.
September	January	Positive Behavior Intervention Plan (PBIS); administration, all faculty, staff, and students; daily; to support the safety and well-being of the school community.
September	January	Positive Behavior Intervention Plan (PBIS) Assemblies; administration, all faculty, staff, and students; once per month; to celebrate and recognize students for their positive behavior and achievements.
September	January	Morning Meetings; administration; daily; to reinforce positive behavior, students recite Tiger Pledge, and spotlight exemplary students.
September	January	Whole-class visual reward system; tallied daily; all staff; to hold students accountable for the established norms of appropriate behavior.
September	January	Create and implement a PBIS Calendar with built in reminders of Tiger Ticket Totals dates; all class teachers, student monitors, guidance counselor; monthly, to ensure the PBIS Tiger Ticket Data Tracker is consistently completed monthly by all class teachers.
September	January	Behavioral Support Check-ins; students with repeated behavioral issues; staff; daily; to provide a safe environment where students can reflect on their behavior alongside the established goals and adjust as needed.

September	January	Behavioral Support Mentor Meetings for Check-ins; Administration, Behavioral Support Team, guidance counselor; monthly; to provide overview of check-in expectations, assess success of the initiative, review goal setting and progress monitor, adjusting as needed.
September	January	Number of minor and major referrals will be documented; administration, teachers, and lunch monitors; as needed; to develop a safer school environment.
September	January	Number of suspensions will be documented; administration; as needed; to develop a safer school environment.
September	January	Pre-assessment will be completed in September in order to create SMART goals for each class; PE teacher; Project Fit program is bi-weekly; to improve student health, agility, and physical well-being.
September	January	Study Buddy Program; guidance counselor; PreK-7; weekly; to provide struggling students with academic help from upper grade peers.
September	January	Buddy Reading; grades PreK-7; bi-weekly; to foster a healthy relationship between lower and upper grades.
October	October	Red Ribbon Week; guidance counselor, School Resource Officer; K-7; to increase awareness of drug, alcohol, and violence prevention.
December	January	College to Kids; grades 6-7; hosted by guidance counselor; to increase the awareness of the importance of receiving a college education.

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
DTSDE Survey	66% of students agree that students do not bully each other.	80% of students agree that students do not bully each other.

Planning for January to June

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

Start	End	Action
January	June	Positive Behavior Intervention Plan (PBIS); administration, all faculty, staff, and students; daily; to support the safety and well-being of the school community.
January	June	Positive Behavior Intervention Plan (PBIS) Assemblies; administration, all faculty, staff, and students; once per month; to celebrate and recognize students for their positive behavior and achievements.
January	June	Morning Meetings; administration; daily; to reinforce positive behavior, students recite Tiger Pledge, and spotlight exemplary students.
January	June	Whole-class visual reward system; tallied daily; all staff; to hold students accountable for the established norms of appropriate behavior.
January	June	Implement a PBIS Calendar with built in reminders of Tiger Ticket Totals dates; all class teachers, student monitors, guidance counselor; monthly; to ensure the PBIS Tiger Ticket Data Tracker is consistently completed monthly by all class teachers
January	June	Behavioral Support Check-ins; students with repeated behavioral issues; staff; daily; to provide a safe environment where students can reflect on their behavior alongside the established goals and adjust as needed.
January	June	Behavioral Support Mentor Meetings for Check-ins; Administration, Behavioral Support Team, guidance counselor; monthly; to provide overview of check-in expectations, assess success of the initiative, review goal setting and progress monitor, adjusting as needed
January	June	Number of minor and major referrals will be documented; administration, teachers, and lunch monitors; as needed; to develop a safer school environment.
January	June	Number of suspensions will be documented; administration; as needed; to develop a safer school environment.
January	June	Pre-assessment will be completed in January in order to create SMART goals for each class; PE teacher; Project Fit program is bi-weekly; to improve student health, agility, and physical well-being.
January	June	Study Buddy Program; guidance counselor; PreK-7; weekly; to provide struggling students with academic help from upper grade peers.
January	June	Student Handbook and Code of Conduct Assembly; administration and PPS staff; quarterly; to acquaint students with the expectations for appropriate behavior.
January	June	Buddy Reading; grades PreK-7; bi-weekly; to foster a healthy relationship between lower and upper grades.
January	May	College to Kids; grades 6-7; hosted by guidance counselor; to increase the awareness of the importance of receiving a college education.
April	May	College Research Presentation; all students K-6; hosted by guidance counselor; to increase awareness of the importance of receiving a college education.
April	May	Fitness Gram Assessment will be administered, 3-6; PE teacher; to create a heart healthy fitness report to educate students on their health.

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
Cyberbullying	Zoom Lessons on Cyberbullying, Role-playing Presentation in Auditorium; Digital Citizenship training; Video Lessons, Conferencing, Parent training;	Prior to closure and Ongoing

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)
	Improve the chronic absenteeism of our economically disadvantaged and students with disabilities by 15%	Our economically disadvantaged and students with disabilities subgroups received a level 1 designation for chronic absenteeism.

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?)
Possible theories include: Transportation Parents working Family related concerns	Yes, Students with disabilities and economically disadvantaged

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	January	Identify students who have chronic absenteeism
August	January	PPS staff meets with students to review their attendance data
August	January	Administration contacts parents to review data and provide support
August	January	PPS Staff does weekly check ins with identified students to discuss possible obstacles that prevent them from attending school. Interventions will be put in place for students
August	January	Conduct meetings with parents as needed

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 (*replace with alternate data source if not using a CA goal*)	**Students with Disabilities Economically Disadvantaged**	Received. A state level 1 for attendance	To remove the level 1 status

Planning for January to June

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

Start	End	Action
January	June	PPS staff will continue to meet with students and parents
January	June	Administration will meet with students and parents
January	June	Parent workshops will be conducted by the PPS staff in order to provide parents with the necessary support needed to improve their child's attendance
January	June	Continue with parent survey
January	June	Continue with goal setting for students and schedule weekly check ins

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

Student attendance on the digital platform	Schedule meetings with parents to provide digital support for both parent and student	Ongoing
Social and emotional support	PPs staff schedules parent and student meetings to ensure children are socially and emotionally prepared to learn on a digital platform.	Ongoing

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)*
	(Student) My family helps out at my school.	(Student) 70% will agree that their family helps out at Traphagen.	(Student) 57% agree that their family helps out at Traphagen.
	(Parents) I am satisfied with the communication I receive from my child's school.	(Parents) 75% will agree that they receive adequate communication from Traphagen.	(Parents) 60% agree that they receive adequate communication from Traphagen.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
43% of students believe their family **does not** help out at school because their parents are working or taking care of siblings at the time school events occur.
40% of parents believe there **is not** enough communication between the school and the community because not all parents/guardians opt into alerts and flyers are not always reliable means of communication.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
September	September	Welcome Back Night; Parent Engagement Committee; for parents and students; to inform community of school events throughout the year; promote social media; and encourage parents to opt-in to K-12 alerts
September	January	Social Media Posts; Mrs. Martino, Administration, Administrative Assistant, Parent Liaison; weekly; to promote school events through Instagram, Schoology, Facebook, and K-12 Alerts.
September	January	Parent Liaison; provides communication between parents/guardians and the school and acts as the contact person to ask questions and provide information about school services, special events, and community

		resources; to have workshops geared to assisting parents/guardians in helping their child/children with homework.
September	January	Meet & Greet Night; Administration, parents, & faculty; introduction to grade level curriculum and Raz Kids computer program for lower grades; to inform parents on the curriculum and show how they can be active participants in their children's education.
September	January	PTA meetings; Administration, parents, staff; monthly; to increase parent participation and feedback; designed to precede school events and to provide parents/families opportunities to participate in decision-making.
September	January	Create, conduct, and assess stakeholder school environment surveys; staff, parents, students, community; quarterly; to support long-term planning and to identify strengths and growth needs.
September	January	Classroom Parent; all classrooms; to facilitate communication between parents and teachers.
September	January	Book Fair; PTA, Parent Liaison; Media Teacher, Parent and Student volunteers; Pre-K-8; three times per year; to foster love of learning and develop a reading life.
September	January	Family Engagement Team to meet on the first Tuesday of every month. Family Engagement Team: Principal Quinones, Ms. Lester, Ms. Martino, Ms. Fairman, Additional Teachers, Parents
October	October	Literacy Night; Pre-K- 8; Administration; to support families in developing literacy skills to better assist their children.
October	October	Title 1 Presentation; all parents; to provide an overview of the Title 1 program's process and AIS services.
November	November	Family Math Night; k-8; Parent Liaison; to support families in developing math knowledge and skills to better assist their children. American Education Week. Parents are invited to observe classroom instruction and participate in lessons.
November	November	Veteran's Day Celebration; Veteran's Day Committee; Pre-K-8; invite veterans from Mount Vernon, Director of Veteran Affairs from City Hall, and all VFW Posts in Mount Vernon. Parent veterans are asked to speak to the students; to honor the community's veterans and establish an understanding of the meaning of the holiday.
November	November	Culture Fest for Families; Ms. Martino and Mrs. Lester; for students (Pre-K-8) and parents; to acknowledge different cultures of Traphagen community through food.
December	December	ESL Workshop; ESL teacher will plan and organize a workshop; open to all parents of ESL students; to encourage communication among ESL parents and the school.

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**

DTSDE Survey 2020-2021	(Student) 70% will agree that their family helps out at Traphagen. (Parents) 75% agree that they receive adequate communication from Traphagen.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
January	June	Social Media Posts; Mrs. Martino, Administration, Administrative Assistant, Parent Liaison; weekly; to promote school events through Instagram, Schoology, Facebook, and K-12 Alerts.
January	June	PTA meetings; Administration, parents, staff; monthly; to increase parent participation and feedback; designed to precede school events and to provide parents/families opportunities to participate in decision-making.
January	June	Create, conduct, and assess stakeholder school environment surveys; staff, parents, students, community; quarterly; to support long-term planning and to identify strengths and growth needs.
January	June	Classroom Parent; all classrooms; to facilitate communication between parents and teachers.
January	June	Book Fair; PTA, Parent Liaison; Media Teacher, Parent and Student volunteers; Pre-K-8; three times per year; to foster love of learning and develop a reading life.
January	June	Family Engagement Team to meet on the first Tuesday of every month. Family Engagement Team: Principal Quinones, Ms. Lester, Ms. Martino, Ms. Fairman, Additional Teachers, Parents
January	June	Parent Liaison; provides communication between parents/guardians and the school and acts as the contact person to ask questions and provide information about school services, special events, and community resources; to have workshops geared to assisting parents/guardians in helping their child/children with homework.
February	February	Parent Involvement Day; faculty/staff/students/ parents/ guest speakers; Pre-K-8; to increase parent involvement and shared vision of their children's' education. Parents are invited to participate in World Read Aloud Day February 1st, 2021.
March	March	Dr. Seuss Week-Literacy event for the student body; Pre-K-8; District-level Administrators, parents, teachers, and students; to continue to foster a love and appreciation of reading.
March	March	Coffee and Concerns; Pre-K-8; parents; provide overview of testing policies, formats, dates; open forum for parent concerns and questions.
March	March	Tastes and Talents of Traphagen; 2-8; Guidance Counselor; to highlight the talents of the student body and invite community business owners to interact with families.
May	May	Career Day/Thumbs Up for Trucks; parents, local business owners; Pre-K to 8; invite professionals into the school to share life experiences and inspire students to achieve goals and a career path; to develop awareness of the

		range of careers available and provide motivation for students to work hard and enable success.
May	May	Kindergarten Orientation; parents and incoming students; provide an overview and tour of Traphagen with a Q & A session.
June	June	Mount Vernon Graduate Speakers; Parent Liaison; 5-8; once per year; to help students transition to middle and high school.

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
Establish reliable line of communication with parents.	Zoom Training for parents to sign up for Instagram, K-12 Alerts, and Parent Access Schoology account.	August/September
Virtual Alternatives to School/Community Events	Revise and modify current school/community events to be held virtually through Zoom or other websites that can facilitate communication between school and community. Ex. Cultural Celebration on Padlet or Career Day on PowerPoint	September to June

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).