



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon	Columbus	Dr. Colleen Seivright-Crawford	Pre-K- 8

Accountability Data

2018-19 Accountability Data

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

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

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

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

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	X	X			
<b>6/19/20</b>	X	X	X		
<b>6/22/20</b>	X	X	X		
<b>6/25/20</b>	X	X	X	X	X
<b>6/30/20</b>	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

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

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

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		6/10	6/19	6/22	6/25	6/27	6/30					
<b>Dr. Crawford</b>	School Principal	X	X	X	X		X					
<b>K. Hopkins</b>	Teacher	X	X	X	X		X					
<b>M. Dilascio</b>	Teacher	X	X	X	X		X					
<b>T. Cooper</b>	Teacher	X	X	X	X		X					
<b>L. Smith</b>	Psychologist	X	X	X	X		X					
<b>A. Bryan</b>	Social Worker	X	X	X	X		X					
<b>C. Zimmar</b>	Teacher	X	X	X	X	X	X					
<b>D. Ricciardi</b>	Teacher	X	X		X	X	X					
<b>L. Heyward</b>	Parent volunteer		X	X	X		X					
<b>Mr. Santiago</b>	Parent volunteer		X	X	X		X					
<b>Mrs. Pelaez</b>	Parent volunteer		X	X	X		X					
<b>Mrs. Ortiz</b>	Parent volunteer		X	X	X		X					

## Stakeholder Involvement Signature Page

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**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 <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>										Signature	
		6/10	6/19	6/22	6/25	6/27	6/30						
Zawadi O’ Brien	Student					X	X						
Omarion Seymour	Student				X	X	X						
Jayden Geronimo	Student				X	X	X						
Jasmine Damian	Student				X	X	X						

## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

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

**Clearinghouse-Identified**

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

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

## Evidence-based Intervention

**School-Identified**

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

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



## ELA Goal

### ELA Goal

Subgroup ( <i>CSI schools use "All Students"</i> )	June 2021 Goal	2018-19 ELA Academic Achievement Index
All students in Grades 3-8	By June 2021, 50% of students in grades 3-8 will be proficient in ELA as evidenced by the Columbus School Report Card.	116

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
As evidenced by the parent-student inquiry interview, we uncovered the root cause to be that students feel that they are not given enough time to fully comprehend the taught material before moving on to the next concept. Additionally, concepts are not consistently scaffolded for all students to internalize.	No

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? ( <i>add additional rows as needed</i> )		
Start	End	Action
08/2020	01/2021	Grades Kindergarten to Grade 8 teachers will continue to implement two AVID/WICOR strategies per week.
08/2020	01/2021	Teachers will be provided and will facilitate ongoing professional development of a minimum of one research-based strategy (inclusive of AVID/WICOR) at each faculty and curriculum meeting as well as at grade-level PLCs.
08/2020	01/2021	Teachers will participate in self-selected semester-based literacy walk-throughs to support the implementation of best instructional practices.
08/2020	01/2021	Teachers will incorporate the "10-2 Rule" ensuring that no more than 10 minutes of teacher –directed instruction occurs before students engage in 2 minutes of processing time (by means of speaking, writing, or drawing).
08/2020	01/2021	Teachers will provide a meaningful ending to their daily lessons that allows students to reflect on how well they have achieved the objectives and pose questions for clarification.
08/2020	01/2021	Teachers will administer a minimum of 1 formative assessment per unit.

## ELA Goal

08/2020	01/2021	Students will be provided time during morning meeting/study hall to re-read and reflect on their notes in their AVID binders. They will utilize this time to create clarifying questions in order to assist with comprehension.
08/2020	01/2021	Teachers will implement an informal comprehension scoring system at the end of every lesson in order to assess students' level of understanding of taught concept.

### 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
I-Ready MOY Diagnostic Assessment: Grades 2-7	Tier 1: 36% Tier 2: 32% Tier 3: 33%	Tier 1: 58% Tier 2: 30% Tier 3: 12%

### 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
01/2021	06/2021	Grades Kindergarten to Grade 8 teachers will continue to implement two AVID/WICOR strategies per week.
01/2021	06/2021	Teachers will be provided and will facilitate ongoing professional development of a minimum of one research-based strategy (inclusive of AVID/WICOR) at each faculty and curriculum meeting as well as at grade-level PLCs.
01/2021	06/2021	Teachers will participate in self-selected semester-based literacy walk-throughs to support the implementation of best instructional practices.
01/2021	06/2021	Teachers will incorporate the "10-2 Rule" ensuring that no more than 10 minutes of teacher-directed instruction occurs before students engage in 2 minutes of processing time (by means of speaking, writing, or drawing).
01/2021	06/2021	Teachers will provide a meaningful ending to their daily lessons that allows students to reflect on how well they have achieved the objectives and pose questions for clarification.
01/2021	06/2021	Teachers will administer a minimum of 1 formative assessment per unit.
01/2021	06/2021	Students will be provided time during morning meeting/study hall to re-read and reflect on their notes in their AVID binders. They will utilize this time to create clarifying questions in order to assist with comprehension.
01/2021	06/2021	Teachers will implement an informal comprehension scoring system at the end of every lesson in order to assess students' level of understanding of taught concept.

ELA Goal

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
Access to digital devices	Donations – personal/district	August 2020
School supplies	Donations of school supply home-kits – personal/district	August 2020
Additional instructional training for distance learning	Instructional How-to's through Screencast-o-matics; professional development through Zoom	August 2020

## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
	By June 2021, 40% of the students in grades 3-7 will be proficient in Math as evidenced by the Columbus School Report Card	103

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
As evidenced through the parent interview, student interview, and staff survey, we uncovered the root cause to be that students are not excited, engaged, or eager to learn mathematics. Students feel that they are not given enough time to fully understand a topic before moving on to the next one. Additionally, students feel that the mathematics taught is not relevant to their life, and not important.	NO
Need for teacher PD/training in the specific area of relatable, relevant and interactive mathematics.	NO

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
08/2020	01/2021	All teachers will attend at least 1 professional development seminar and/or workshop in the area of engaging Mathematics.
08/2020	01/2021	Administrators and staff will turnkey information from district workshops during building wide PD sessions.
08/2020	01/2021	K-8 teachers will conduct one inter and/or intra visitation to share best practices in Mathematics.
08/2020	01/2021	Use engaging daily AVID Strategies to increase student engagement.
08/2020	01/2021	Implement a quarterly in-class math project, to generate student excitement, and improve number sense.
08/2020	01/2021	Building wide, quarterly math meetings in which curriculum is examined, adapted, and decisions are made to ensure students are getting quality and appropriate paced lessons, to improve proficiency.
08/2020	01/2021	Put together a Math Olympics Committee, that will plan our 2021 Math Olympics

## Math Goal


### Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
I-Ready MOY Diagnostic Assessment	Tier 1: 24% Tier 2: 47% Tier 3: 29%	Tier 1: 30% Tier 2: 50% Tier 3: 20%

### 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
01/2021	06/2021	All teachers will attend at least 1 professional development seminar and/or workshop in the area of Math.
01/2021	06/2021	Administrators and staff will continue to turnkey information from district workshops during building wide PD sessions.
01/2021	06/2021	K-8 teachers will conduct one inter and/or intra visitation to share best practices in Mathematics.
01/2021	06/2021	Use engaging daily AVID Strategies to increase student engagement.
01/2021	06/2021	Implement a quarterly in-class math project, to generate student excitement, and improve number sense.
01/2021	06/2021	Building wide, quarterly math meetings in which curriculum is examined, altered, and decisions are made to ensure students are getting quality unrushed lessons, to improve proficiency.
01/2021	06/2021	Host an engaging, interactive school wide Math Olympics to generate excitement toward mathematics.

### 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 Goal

<b>Curriculum maps and pacing updated and adjusted</b>	Convene vertical teams through PLC's to ensure last year's content is covered in Fall 2020	August 2020
<b>Access to digital devices</b>	Donations – personal/district	August 2020
<b>Additional instructional training for distance learning</b>	Professional development through Zoom	August-September 2020

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By the end of the 2021 school year, ELP progress level as indicated on the New York State Report Card, will increase from level 1 to level 2.	N/A

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Some parents are in the process of acquiring English, therefore there is limited English support in the home to assist with school assignments	K-8
Limited access to technology in the home	K-8
There is a misalignment of Push-in ELL support services with student's academic needs	K-8
Disconnect of academic expectations of ELL teachers and classroom teachers	K-8

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/2020	10/2020	<ul style="list-style-type: none"> <li>- Initiate parental involvement on Meet and Greet night with translation available in other languages (i.e. Spanish &amp; Portuguese).</li> <li>- Class Parents are established and parent emails are populated then shared with the necessary staff.</li> <li>-An event calendar will be shared with parents to document opportunities for the parents to visit the school. It will be available in other languages.</li> <li>-Coordinate PLC/planning meeting with ENL support team members and classroom teachers</li> </ul>
10/2020	01/2021	Student Advisors/Student Council's will be assigned to an ELL student to assist with learning English at least twice a week. They will be supervised by a staff member.

ELP or School-Selected Goal

09/2020	01/2021	Classroom and ELL teachers will collaborate and prepare lesson plans to address the student’s needs based on instructional level and objectives.
11/2020	01/2021	- Monthly PTA workshops are established discussing certain topics such as Language Development (ELL students), Motivating Learners, Encourage Reading, Discipline, and Success with homework. -Parent feedback will be solicited to identify parents who are interested in learning English via small groups facilitated in a designated location. - Class parent will attend various school events and coordinate their efforts with the classroom teacher to contact all the parents of the class to encourage their participation in current events.
10/2020	01/2021	ELL teachers will attend PLC meetings to assess student progress and data points.

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 assessment		

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
1/2021	2/2021	- Parent and Teacher Online surveys will be assessed to determine if the needs of the ELL population have been addressed. -Survey data is shared with the parents at a PTA monthly meeting with possible tips.
01/2021	6/2021	ELL teachers will continue to collaborate and attend monthly PLC meetings. Resources and next steps will be shared.
01/2021	6/2021	Student Advisory / Student Council members will continue to meet with Staff to share their progress with their assigned ELL student.
01/2021	6/2021	The PTA Liaison will continue to post school updates and information online in multiple languages.



ELP or School-Selected 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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<b>Parental Engagement</b>	<ul style="list-style-type: none"> <li>- Email communications to parents are requested and established to keep them informed. Emails will also be translated in the appropriate languages.</li> <li>- Teachers/ Support Staff will reach out to parents on a regular basis through Zoom and teleconferencing to provide additional support. Translation will be provided.</li> </ul>	September 2020
<b>Social Emotional</b>	<ul style="list-style-type: none"> <li>- Teachers will reach out to support staff if a student shares any concerning thoughts/feelings. Bilingual translation services will be provided to the families as required.</li> <li>-Weekly Zoom chats will be scheduled with administration to address any concerns and to discuss next steps with support staff. Bilingual translation services will be provided to the families as required.</li> </ul>	September 2020

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
<b>Chronically Absent Students identified by the District.</b>	Reduce Chronic Absenteeism Rate by 50% for all students	N/A

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Parent note/doctor's note are not consistently provided to verify student absences	School-wide
Students are not expeditiously discharged from the school rosters when they are no longer attending Columbus School.	School-wide
Truancy	(Middle school)
Inaccurate documentation of student attendance – reconciling lateness to reflect change from absent to late	School-wide
High Hispanic/Latino families extend designated school holidays to the week before and/or the week after to travel. It is more economically advantageous for the families to travel during that time frame.	School-wide
Lack of parental reinforcement	School-wide

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September	February	Initiate focus on scholars with two absences do not wait for 5 absences before contacting parents.
September	February	Target scholars in grades K-2 with "Where's Waldo Campaign" and "Where's Waldo Day."
September	February	Parent letters sent home or via email. Communications from classroom teachers via Dojo or selected communication method, this must be done on a bi-weekly schedule or when a scholar reaches two absences.

## Chronic Absenteeism or School-Selected Goal

September	February	Provide parents with information via <b>Chew &amp; Chat Sessions</b> (ie: parent teacher conferences, PTA meetings) the importance of their child’s attendance. All communications will be translated in culturally appropriate languages.
September	February	Updated Student Management System (Absence reconciliation process) with ongoing monitoring of its execution and effectiveness.
September	February	Collaborate with Parent Liaison to assist with the creation of a building-wide Attendance Team
September	February	Quarterly Incentives (i.e.: assemblies (virtual), raffles and exclusive events)
September	February	Analyze & review and review the data associated with the above action plan to see if there has been any progress towards achieving our end of year goal. The data results will determine our next steps.

### Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use “All Students”)	January 2020 Results	January 2021 Target
% of students with 9 or more absences ( <i>replace with alternate data source if not using a CA goal</i> )	<b>All students</b>	172 scholars were identified as being chronically absent.	To decrease the number of chronically absent scholars by 50%.
<b>E-School Attendance Report</b>	<b>All students</b>		

### 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	Continue to provide parents with information via <b>Chew &amp; Chat Sessions</b> (ie: parent teacher conferences, PTA meetings) the importance of their child’s attendance. All communications will be translated in culturally appropriate languages.
January	June	Ongoing monitoring of our Student Management System (Absence reconciliation process) – Assess the effectiveness and determine if there need to be any additional changes.
January	June	Ongoing and periodic check-ins with the in- house attendance committee including Support Staff (I.e: weekly/bi-weekly)
January	June	Collaborate with Parent Liaison to assist the Attendance Team.

Chronic Absenteeism or School-Selected Goal

January	June	Quarterly Incentives (i.e.: assemblies (virtual), raffles and exclusive events)
January	June	Analyze & review the data associated with the above action plan to see if we have successfully achieved or exceeded our initial goal which was to reduce our Chronic Absenteeism Rate by 50% for all 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
Consistent Communication with parent/student	Teachers complete a Parent Outreach Communication Log documenting their communication with the scholar and/or the parent(s).	This communication log will be updated weekly by the teacher(s) and support staff.
Devices	District-wide laptop distribution along with Kindle donations from internal/external stakeholders and other organizations.	During the current pandemic.
Increased Student Engagement/Perseverance/Stamina	Virtual Incentives	When required during the school year if there is remote learning.

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Columbus School Families	How can the school better support the parents of the scholars we service?	By the end of the June 2021 school year, the percentage of parents that feel supported by the Columbus School will increase to 90%.	Columbus School Parent Survey conducted and 32.5% of parents did not feel supported by the school staff.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Limited English support in the home to assist with children completing school assignments
Parents may not be tech savvy to assist their children with the assignments
Parents work schedules present obstacles with the remote learning

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September	January	An event calendar will be shared with parents to document opportunities for the parents to visit the school. It will be available in other languages.
September	January	Provide ongoing virtual workshops in remote learning to assist parents (ie: parents may sign up of learning opportunities)
September	January	Increase and maintain collaboration with our bilingual Parent Liaison to communicate and interact with parents to help disseminate important information related to Columbus.
September	January	An assigned staff member will facilitate a zoom session one time a week with Student Council members who have been assigned to an ELL Student. ELL students will post on the remote learning site their practices and successes as it relates to what they learned in English.
September	January	Begin to utilize the PTA Committee ensuring some members are bilingual or multi-lingual to communicate with parents to assess their needs and be a voice for the community, strengthening the home/school partnership.
September	January	Teachers host a mini-parent training/check-in via zoom to provide support to the parents. These mini-check-ins should be hosted twice a month.

## 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
Mid-Year Parent School Survey	The number of parents that did not feel supported will begin to decrease due to additional supports via the August to January Action Plan.

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January	June	Increase and maintain collaboration with our bilingual Parent Liaison to communicate and interact with parents to help disseminate important information
January	June	Ongoing utilization of the PTA Committee ensuring some members are bilingual or multi-lingual to communicate with parents to assess their needs and be a voice for the community, strengthening the home/school partnership.
January	June	An assigned staff member will facilitate a zoom session one time a week with Student Council members who have been assigned to an ELL Student. ELL students will post on the remote learning site their practices and successes as it relates to what they learned in English.
January	June	Teachers host a mini-parent training/check-in via zoom to provide support to the parents. These mini-check-ins should be hosted twice a month.

### 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
Increase language acquisition	Digital English language learning programs (i.e: tutorials)	Varies
Additional Parent Support	Parents can sign up for self- help digital workshops for free hosted by Columbus Staff	Varies
Additional Parent Support	Teachers host a mini-parent training/check-in via zoom to provide support to the parents. These mini-check-ins should be hosted twice a month.	Bi-weekly

## 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](mailto:SCEP@nysed.gov) the following documents:

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

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

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