



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
MVCSD	Benjamin Turner School	Dr. Pauline R. Pearce	5-8

## 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	1	2	1	2	1	1

**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			
8/13/2020	X	x			
8/20/2020		x	X		
8/28/2020				x	
<b>9/21/2020</b>				x	x

## Stakeholder Participation

### 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	Feedback was solicited and integrated in all planning phases – surveys and meetings
Parents with children from each identified subgroup	Feedback was solicited and integrated in all planning phases – surveys and meetings
Secondary Schools: Students from each identified subgroup	Feedback was solicited and integrated in all planning phases – surveys and meetings

## 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
		8/13	8/20	8/28	9/21	9/22						
<b>Dr. Pauline Pearce</b>	Principal	x	x	x	x	x						Zoom
<b>Noel Campbell</b>	Assistant Principal	x	x	x	x	x						Zoom
<b>Matthew Wilbekin</b>	Teacher	x	x	x	x	x						Zoom
<b>Jacqueline Shrekelli</b>	Teacher	x	x	x	x	x						Zoom
<b>Tonia Carlo</b>	Teacher		x		x	x						zoom
<b>Aleisha McDowell</b>	Parent Liaison		x	x	x	x						zoom
<b>Jaden Roger</b>	Student	x	x	x								zoom
<b>Ariana Powell</b>	Student	X	x									zoom
<b>Terry Edwards</b>	Teacher	x	x		x	x						zoom

## 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>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	Increase in ELA and Math achievement scores

### ☐ 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"/> What Works Clearinghouse	
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/> Social Programs That Work	
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/> Blueprints for Healthy Youth Development	
	<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 'Graded' Students in Grades 5 - 8	By June 2021, BTMS will demonstrate at least a 3% increase in the number of students performing at levels 3 and 4 proficiency on the NYS Grades 5-8 ELA tests.	104.5

### 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 surveys and the DTSDE report, current outcomes are rooted in student's lack of interest in the course work, lack of a systemic vocabulary building approach across content areas and the misalignment of grade level curricular materials.  As evidenced by I-Ready benchmark exams, student reading levels may account for lack of student interest.	No
As evidenced by enrollment and attendance data, there is a disproportionate number of students with an IEP enrolled in the building.	Non-included groups
As evidenced by state test results and I-Ready data, most students entering the school are performing below the proficiency levels in ELA.	No
Interruption of instruction due to teacher meetings and inadequate staffing.	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
9/20	1/21	Teachers will participate in ongoing professional development where teachers will engage in exploring and implementing research-based strategies that provide opportunities for students to write, inquire, collaborate, organize, and read.
10/20	1/21	Teachers will implement at least two strategies per month that will address writing, inquiry, collaboration, organization and reading (WICOR). One of the two strategies will be implemented school wide.
10/20	1/21	Teacher teams will use planning templates and DDI protocols to collaboratively develop both unit and daily lesson plans that reflect the CCLS shifts and NYS content standards and which supply multiple points of access and extensions to



## ELA Goal

		rigorous and engaging curricula through a progression of sequenced and scaffolded skills.
10/20	1/21	Teacher teams will engage in inquiry, through a data cycle, to systematically evaluate the efficacy of key teacher practices and strategies through careful analysis of student work including assessment data and student work products for students they share to better align plans with the needs of student sub-groups. Teachers will administer a common assessment every 5 weeks.
10/20	1/21	Teachers will provide additional resources, such as I-ready, as an extension to in-class instruction so that students can practice.
10/20	1/21	Students will take ownership of their learning through self-reflection, and goal setting. Every 5 weeks, students will self-reflect on their progress toward meeting the standards in math and ELA.
9/20	1/21	All teachers will systemically include vocabulary development in all content areas.

### 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	Level 1	Level 2
Common Assessment: Midterm Exam	n/a	At least 30% of students will perform at the proficiency level.

### 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
1/21	6/21	In all grades, teacher teams will continue to utilize planning templates and DDI protocols to collaboratively develop unit and daily lesson plans that reflect the CCLS shifts and NYS content standards and which provide multiple points of access and extensions to rigorous and engaging curricula through a progression of sequenced and scaffolded skills.
1/21	6/21	Teacher teams will continue to engage in inquiry to systematically evaluate the efficacy of key teacher practices and strategies through careful analysis of student work including assessment data and student work products for

## ELA Goal

		students they share to better align plans with the needs of student sub-groups.
1/21	6/21	Teachers will continue to utilize a data cycle to review, analyze and respond to summative and formative assessment data to inform planning (including selection of strategies and student grouping arrangements), monitor the effectiveness of instructional plans against whole school, small learning community, department and grade level disaggregated short- and long-term goals and to make timely adjustments.
1/21	6/21	Teachers will continue to implement at least two strategies that will address writing, inquiry, collaboration, organization and reading. One of the two strategies will be implemented school-wide.
1/21	6/21	Students will take ownership of their learning through self-reflection and goal setting. Every 5 weeks students will self-reflect upon their success or failure in math and English and articulate their next steps to their parents and teachers.
1/21	6/21	Teachers will continue to administer common assessments every 5 weeks and use the results to inform next step
1/21	6/21	Teachers will continue to provide additional resources and extension activities for struggling learners.

### 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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Testing should occur to determine gap	Baseline data will need to be collected. Teacher teams will create common pre and post tests for each unit.	September
Loss of instructional time due to school closure or lack of/inadequate access to technology.	Teachers will upload comprehensive lessons to Schoology that include learning targets, standards, tasks, videos or PowerPoint presentations so that students will have access when needed.	September to June
Increase student engagement.	Lessons are structured so that students have a variety of forms of engagement. Teacher will receive ongoing support and professional development in creating engaging and interactive lessons.	September -June
Online testing procedures	We will explore different ways of assigning assessments. Use a test window to administer assessments such as Schoology.	September- December

## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>All Students</b>	By June 2021, Benjamin Turner Middle School will demonstrate at least a 3% increase in the number of students performing at level 3 and 4 proficiency rates on the NYS Grades 3 –8 Math Tests.	66.0

### 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?)
The schedule did not provide the time for academic intervention in the area of Mathematics. Students did not receive the additional support in the areas of need.	6-8
Schedule changes interrupted the flow of learning.	6-8
As evidenced by enrollment and attendance data, there is a disproportionate number of students with IEPs (42%) enrolled in the building. Students did not receive the support that was needed (AIS). Qualified staff to teach Regents courses was not assigned to this sub-group.	7-8/Algebra/ Living Environment.

### 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
9/20	1/21	Conduct needs/baseline assessments. Teachers will administer a pre-test before each unit and use the data to drive instruction.
9/20	1/21	Monthly monitoring of Professional Learning Communities with feedback being provided by administrators to teachers.
9/20	1/21	Teachers will design lessons that reflect explicit direct instruction strategies. Lessons designs will include teacher modeling, guided practice, independent/group practice and closure activities.
9/20	1/21	The master schedule will reflect more contact time for mathematics. Dedicated math time will increase from 210 minutes per week to 336 minutes per week.
9/20	1/21	Students will be taught how to take ownership of their learning through student friendly learning targets and criteria for success.

## Math Goal

9/20	1/21	Students will take ownership of their learning through self-reflection and goal setting. Every 5 weeks students will self-reflect on their progress toward meeting the standards.
9/20	1/21	Virtual schedules will include office hours so that students can have dedicated time with teachers.
10/20	1/21	Ongoing professional development geared towards scaffolding instruction for struggling students.

### 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	Level 1	Level 2
5 Week Benchmark Assessments		
Student Portfolio		

### 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
1/21	6/21	Administrators will monitor PLCs
1/21	6/21	Teachers will continue to design lessons that reflect explicit direct instruction strategies.
1/21	6/21	Teachers will continue to design learning targets and success criteria and explicitly teach students how to progress monitor.
1/21	6/21	Students will continue to take ownership of their learning through self-reflection and progress monitoring.
1/21	6/21	Teachers will provide a two-week report to help students monitor their progress.

### 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)***

## Math Goal

Need	Strategy to Address	When
Testing should occur to determine gap	Collection of baseline data for planning.	September
Teacher training in the effective use of technology for instructional purposes	Teachers will attend mandatory training in how to navigate Zoom, Schoology and one other technology tool of their choice.	September -December
Loss of instructional time due to school closure or lack of/inadequate access to technology.	Teachers will upload comprehensive lessons to Schoology that include learning targets, standards, tasks, videos or PowerPoint presentations so that students will have access when needed. Teachers will utilize the tech-book platform as a resource.	September to June
Fidelity of virtual assessment	Teachers will design multiple forms of assessment.	September to June

## ELP or School-Selected Goal

### ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By June 2021, at least 80% of the core content teams will fulfill the conditions of an effective PLC as outlined in the PLC Depth of Implementation Survey.	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?)
Master schedule did not allow for the facilitation of a PLC.	N/A
Staff was not trained in PLC routines and procedures.	
PLCs were not adequately monitored.	

### 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
09/20	10/20	All staff members will complete the Depth of Implementation survey to establish the baseline.
09/20	10/20	All staff will participate in professional development that address the structure and purpose of a PLC.
10/20	10/20	Staff will establish the vision and purpose of BTMS' PLC.
10/20	1/21	100% of the core teacher teams will fulfill the structural conditions outlined in the Depth of Implementation Survey.
11/20	1/21	100% of the core teacher teams will engage in weekly PLC meetings and have a weekly agenda outlining the meeting.
11/20	1/21	100% of core teacher teams will have student work to analyze and use the data to continue planning.
11/20	1/21	Each PLC member will have a job which will rotate on a monthly basis.
11/20	1/21	Student success indicators will be determined for each performance level by the PLC team.
12/20	1/21	SMART goals will be determined for students with subsequent follow-up on the achieving of said goal using data. This can be done quarterly.

## ELP or School-Selected Goal

### Mid-Year Benchmark

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

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

Data Source	January 2020 Results	January 2021 Target
Depth of Implementation Survey		At least 60% of teacher teams will meet the structural conditions and have completed the second data cycle as outlined in the Depth of Implementation survey.

### Planning for January to June

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

Start	End	Action
1/21	06/21	Areas of academic concern for the students will be prioritized using data (student work, IREADY, tests, etc.) to foster improvement of the weaker areas.
1/21	6/21	PLCs will continue the data cycle.

### 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
Access to reliable technology	Lobbying with the district to provide working technology.	As needed
Reliable Assessment data	Timed assessment	As needed.
PLC Time	PLC time will be scheduled on Wednesdays during virtual or hybrid learning environments.	September - January

ELP or School-Selected Goal

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## 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)
All Students	By June 2021, BTMS will reduce chronic absenteeism by <b>at least 20%</b> . (14.8% Chronic Absenteeism rate)	18.6%

## 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?)
As evidenced in the parent and student surveys, students were not interested in the courses being taught.	No; across all areas
As evidenced by the student performance scores, students were not experiencing success in school.	No; across all areas
As evidenced in the student survey, students felt disconnected from their teachers.	No; across all areas
Truancy	No; across all areas
Inadequate home-school communication/connection.	No; across all areas

## 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
09/20	06/21	Attendance Team will monitor student attendance weekly to address absenteeism accordingly.
09/20	06/21	The parent liaison and administration will send out school information and upcoming events to parents via phone calls, e-mails, and other means of communication.
09/20	01/21	By the end of the first semester (1 <sup>st</sup> and 2 <sup>nd</sup> MP), the school will collaborate with families to form a written agreement to increase their child's attendance.
09/20	01/21	In conjunction with our social emotional support, students with perfect or improved attendance will be recognized each Marking Period with a certificate and posting of recognition on Schoology.
10/20	1/21	Homeroom/Advisory will be added to the school schedule to provide a forum that will help students and teachers to collaborate and build relationships. Homeroom competitions will help to build school spirit and collegiality.

## Chronic Absenteeism or School-Selected Goal

### Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences ( <i>replace with alternate data source if not using a CA goal</i> )	All students		

### 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
1/21	6/21	PPS and administration will continue to monitor student attendance weekly to address absenteeism accordingly.
1/21	6/21	The parent liaison and administration will continue to send out school information and upcoming events to parents via phone calls, e-mails, and other means of communication.
1/21	6/21	Students with perfect or improved attendance will be recognized each Marking Period with a certificate and posting of recognition on Schoology.
1/21	6/21	We will continue to host social events and team competitions.

### 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
Parental Engagement/Communication	Staff will document their communication with parent and scholar.	To be updated weekly.

## Chronic Absenteeism or School-Selected Goal

Social Emotional Needs	Teachers and support staff will collaborate to address specific needs of students. Teachers will explicitly teach the 5 SEL competencies to help students develop the tools needed for a healthy lifestyle.	When required. Advisory is scheduled daily.
Devices	Leadership will keep a log of students with devices and invite families to update the status of their devices periodically.	Monthly
Increased student engagement	Increase the number of social events and competitions to foster school spirit.	Every tri-mester

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Parent, Staff and Student Surveys	Students are respectful to teachers.	At least 42% of staff, 42% of parents and 23 % of students will agree or strongly agree with this statement. (20% increase)	19% -student survey 35% - parents 35%-teachers

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
As evidenced by the student surveys, teachers were not involved in extra-curricular activities.
Lack of consistent and clear in-school behavioral expectations and procedures.
Students lack conflict resolution skills.

### 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
9/20	1/21	During home room and Advisory teachers will explicitly teach the school's values listed below and ensure that all students understand the expectations in terms of what they look like and sound like: R- I am respected and I am respectful. O- I am organized and on-time A- I hold myself and others accountable R- I am reflective and responsible for my actions I ROAR  Students will repeat this mantra at the beginning of each school day. The mantra will be displayed throughout the building.
9/20	1/21	Advisory will be a dedicated time for teachers to explore the 5 SEL competencies with their students: Self Awareness, Social Awareness, Self-Management, Relationship Skills and Responsible Decision-Making. One competency will be explored each month. At the end of the unit of study, students will complete a project that reflects their learning.
9/20	1/21	Teachers will be intentional around using the language to respond to student behavior and to give feedback.
9/20	1/21	Community circles will be used during Advisory.
9/20	1/21	Increase the number of extra-curricular activities and social events. (Mock Trial, Choir/Band, STRONG)

## 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
Climate Survey	Survey indicators show at least a 10% increase in the number of staff, students and parents who agree with the statement that “Students respect their teachers.” (42%, 23%, 42% respectively)

### 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
1/21	6/21	We will continue to keep the same activities and programs for students for the entire school year. `

## Survey Goal

### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Funding	Appeal to Office of School Improvement to help fund the afternoon programs and social events.	October
Staff	Offer a stipend to staff.	As needed
Staff with technological expertise.	Send staff to be trained.	

## Submission Assurances

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

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

## Submission Instructions

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

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

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

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