



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

District	School Name	Principal	Grades Served
Mount Vernon City School District	Denzel Washington School of the Arts	Dr. Evelyn Collins	6-12

Completing this Document

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

Required:

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

Potential other goals:

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

2018-19 Accountability Data

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

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

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

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

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
5/22/2020	X	X		X	X
6/5/2020	X	X			X
6/30/2020	X	X			X
4/23/2020	X	X		X	
4/13/2020	X	X	X		
11/12/2019		X		X	
11/23/2019	X		X		
12/3/2019			X	X	

TSI School Stakeholder Involvement

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
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
		11/5	4/13	4/23	5/22	6/5	6/30					
Dr. Evelyn Collins	Principal	X	X	X	X	X	X					<i>Dr. Evelyn Collins</i>
Andrea Thomas	Assistant Principal	X	X	X	X	X	X					<i>Andrea Thomas</i>
Charles Brown	Assistant Principal	X	X	X	X	X						"Addendum Attached – COVID-19"
LaTanya Beavers	STEM Admin	X	X	X	X	X						"
Normearleasa Thomas	Music Teacher	X	X									"
Adam Hernandez	ELA Teacher	X	X									"
Hiram Allen	Special Education Teacher	X	X									"
LaToya Anderson	PTA President/Parent	X	X									"

Stakeholder Involvement Signature Page

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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	
<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.

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

Graduation Rate Goal

Graduation Rate Goal

Goal

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

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
		4-year	95%	4-year
	5-year	95%	5-year	92%
	6-year		6-year	

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
Students did not complete classes with a 65% or higher. Tutoring was required and necessary.
Students did not pass Regent Exams with a 65% or higher.
Senior attendance continued to be an issue.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September	January	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
September	January	Teachers will create student academic plans every marking period for scholars not meeting academic expectations.
September	January	Counselors and intervention team will identify scholars and provide mentoring to keep scholars on track for graduation.
September	January	School leaders in collaboration with school-based planning team will develop a professional development/collaborative time calendar for teachers to learn and share best practices and skills that improve Regents' exam readiness and social-emotional health through differentiation.

Graduation Rate Goal

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year	82%	95%
5-year		
6-year		

Planning for January to June

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

Start	End	Action
January	June	Teachers will continue to analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
January	June	Teachers will continue to create student academic plans every marking period for scholars not meeting academic expectations.
January	June	Counselors and intervention team will provide mentoring to scholars on pace to graduate who require additional academic support.

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
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Graduation Rate Goal

Academic Rigor of online learning environment	Provide PD's for faculty on how to increase the academic standards for the online platform.	September - December
The social emotional well-being of our students due to the COVID virus	School counselors, Social Workers and Psychologist will create a plan to aid the mental health of our student population.	September - January
Increase of stress and stress related issues for our student body where students are forced to be caregivers and other things.	School counselors, Social Workers and Psychologist, as well as PTA to present workshops to manage stress and stress related issues during this pandemic.	September - January

ELA Goal

ELA Goal

Goal

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

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
	1*	22%	8%	5%
	2*	10%	17%	5%
	3	26%	43%	65%
	4	19%	21%	50%
	5	25%	19%	45%

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

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
Students struggle to apply the strategies learned for their essay writing. In addition, student's comprehension of material may be flawed therefore hindering them from completely answering the questions critically.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
August	October	Teachers will participate in curriculum vertical alignment that adequately prepares scholars for skills necessary to be successful on Regents' exams.
August	December	Department leaders will identify 2 strategies from the curriculum that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
August	December	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
August	December	School leaders will conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward ELA Regents readiness skills.

ELA Goal

Mid-Year Benchmark

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

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.

Assessment	January 2020 Performance	January 2021 Target
Common Assessment Regents	60% of our student scored proficient on the common assessment.	75% should score a 75 or better on the common assessment given.

Planning for January to June

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

Start	End	Action
January	June	Teachers will continue to follow curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
January	June	Teachers will continue to align their classroom assessment with Regents format and will incorporate Regents preparation strategies as identified from mid-year common assessments.
January	June	School leaders will continue to conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward Regents' readiness skills.
January	June	Department leader will identify writing strategies that will strengthen the essay result for the English regents.

ELA Goal

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Students do not have the resources to utilize our systems.	Create a workshop for students via Zoom to help students learn to be proficient on our various platforms.	August - December
Students need to increase the amount of time they spend writing and editing their work. This will help with improving their writing skills.	Give students a platform internally to publish and share with other students. Have a writing or publishing parties via Zoom. Give students chances via Zoom to express themselves about their written work.	August – June.

Math Goal

Math Goal

Goal

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

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

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
	1*	25%	8%	3%
	2*	26%	9%	5%
	3	39%	43%	60%
	4	8%	21%	40%
	5	2%	19%	30%

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	34%	43%	20%
	2*	29%	21%	16%
	3	30%	32%	45%
	4	5%	4%	15%
	5	1%	0%	10%

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

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (<i>and Geometry, if applicable</i>)?	Is this specific to certain sections of the school (grade/content area?)
Students need more exposure to how they will use the information learned in real life.	10th

Math Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September	January	Teachers will participate in curriculum vertical alignment that adequately prepares scholars for skills necessary to be successful on Regents' exams.
September	January	Teachers will follow curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
September	January	Department leader will identify 3 strategies for each subject area that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
September	January	Teachers will align their classroom assessment with Regents format and will incorporate targeted Regents preparation strategies as identified by Department Leader.
September	January	Teachers will analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
September	January	School leaders will conduct walkthroughs and collect lesson plan exemplars as needed to monitor progress toward Math Regents readiness skills.

Mid-Year Benchmark

<p>Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.</p>		
Assessment	January 2020 Performance	January 2021 Target
Common Assessment		75% will be proficient on the common assessment.

Math Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January	June	Teachers will continue to follow curriculum to improve Regents' scores as evidenced through classroom observations and lesson planning.
January	June	Department leader will identify 3 additional strategies for each subject area that support skills necessary to be successful on Regents' exams and teachers will use those identified strategies to support student success.
January	June	Teachers will continue to align their classroom assessment with Regents format and will incorporate targeted Regents preparation strategies as identified by Department Leader.
January	June	Teachers will continue to analyze and document the use of formative and summative assessments. They will utilize those data findings to adjust classroom instruction as needed to meet the diverse needs of scholars at least every 6 weeks.
January	June	School leaders will continue to conduct walk throughs to ascertain whether academic alignment and goals are being met.

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
Students not attending math classes online daily.	Meet with teachers and students to stress the need for face to face via Zoom teaching especially for Math.	September 2020
Students not practicing daily their skills to stay on track with the curriculum	Meet with students via Zoom to encourage them with daily practice session.	September – December.

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parents	How can we improve communication for parents?	75%	60%

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Parents require training on technology and an introduction to the various systems utilized by the school.
Parents do not have access to the internet.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
9/2020	9/2020	Assisting parents with acquiring an email address. Accessing emails.
11/2020	11/2020	Parent workshop on utilizing and accessing District's website, Schoology, eBook, and other school utilized systems.
11/2020	11/2020	Guest speakers on utilizing technology
10/2020	10/2020	Parent workshops on accessing Blackboard
9/2020	10/2020	Updating parent addresses/phone numbers

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
Blackboard data	All parents have working email addresses. Parents confirm receipt of emails.

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	1/2021	Ensure that rejected emails are addressed immediately.
2/2021	2/2021	Survey parents regarding communication from the school.
2/2021	3/2021	Collect and disaggregate data regarding communication survey.

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
Corrected email addresses	Increasing parents' receipt of emails in a concerted effort to improve communication.	September 2020

ELP Goal

Planning for January to June

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

Addressing COVID-19 Related Challenges

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

Chronic Absenteeism Goal

Chronic Absenteeism

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

Subgroup <i>(CSI Schools use "All Students")</i>	June 2021 Goal	2018-19 Chronic Absenteeism Rate
Hispanic	27.1%	32.1%
ELL	41.9%	46.9%
SWD	40.8%	45.8%

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Students arrival late to school.	12 th graders

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
9/2020	9/2020	Monitor attendance
9/2020	10/2020	Parent conferences
10/2020	10/2020	Counseling sessions with students with high absenteeism rates.
10/2020	12/2020	Incentives and Awards for Perfect Attendance
9/2020	12/2020	Assemblies/Guest Speaker to encourage excellent attendance

Chronic Absenteeism Goal

Mid-Year Benchmark

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

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences	Hispanic, SWD/ELL/ED students	33.9%	28.9%

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	4/2021	Continue monitoring students with 9+ absences
1/2021	4/2021	Continue rewarding students with perfect attendance
1/2021	4/2021	Continue outreaching efforts to parents

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
Monitoring online attendance	Students participating online in classes.	Ongoing/daily

College, Career, and Civic Readiness

Goal

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

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
Economically Disadvantaged	Increase percentages of Adv. Regents Diploma	103.8
	Adding CTE program in technical theatre	
	Increase number of students taking AP courses	

Root Causes

What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.
Percentage of students earning Advanced Regent Exams
Low number of students taking AP courses
No CTE offerings

Targeted Monitoring

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

Action Plan: August to January

What will the school do in the first half of the year to address root causes and support the readiness measures identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
8/2020	9/2020	Select students for CTE program
8/2020	9/2020	Enroll students in AP Courses
10/2020	12/2020	Enroll students in afterschool tutorial for advanced science and math courses
8/2020	9/2020	Enroll students in college programs
10/2020	1/2021	Establish AP/Regent Prep courses

Mid-Year Benchmark

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

Planning for January to June

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

College, Career, and Civic Readiness Goal

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Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

Submission Assurances

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

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

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

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

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

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