



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Edward Williams Elementary School	Dr. Crystal Waterman	PK-6

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
All Students	1	2	2	3	2	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			
1/15/20	X	X	X	X	X
3 /4/20	X	X			
6/22/20		X		X	
6/23/20 (AM)	X	X	X	X	X
6/23/20 (PM)	X	X	X	X	X
6/25/20	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.

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
		Jan. 15	Mar. 4	June22	June 23 (AM)	June 23 (PM)	June 24			
Dr. Crystal Waterman	School Building Leader	X	X	X	X	X	X			
Dr. Adrian Tovar	School Psychologist	X	X	X	X	X	X			
Ms. Jessica Baruffo	Resource Room Specialist	X		X	X	X	X			
Mrs. Melissa Cabrera	ELA Coach	X	X	X	X	X	X			
Mrs. Tamisha Grey	Reading Specialist	X	X	X	X		X			
Mrs. Kristen Wall	Early Literacy Specialist	X	X	X	X	X	X			
Mr. Keith McCall	2 nd Grade Teacher		X	X			X			
Ms. Carleen Rodgers	4 th Grade Teacher		X	X	X		X			
Ms. Casandre Laurent	Resource Room Specialist	X	X	X	X		X			
Ms. Krystal Mims	3 rd Grade Teacher									

Stakeholder Involvement Signature Page

Ms. Monica DeOliveira	3 rd Grade Teacher	x		x	x		x					
Mr. Derrick Thompson	Crisis Intervention Specialist											
Ms. Charlene Humphries	Parent						x					
Mr. Steven Wilson	Parent						x					
Jaliyah Wilson	Student						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:

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

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	Read180/ System 44 Instructional Coaching Professional Learning Communities Elementary School Looping Restorative Justice Framework
SCEP Goal(s) this strategy will support	These strategies will address our ELA and Mathematics goals as well as addressing Social-Emotional goals to meet the needs of our school population.

☐ **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

Evidence-based Intervention

	<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

☐ School-Identified

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

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

ELA Goal

ELA Goal

Subgroup (<i>CSI schools use "All Students"</i>)	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	There will be a 10% increase in ELA proficiency.	18% proficiency

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Limited access to technology outside of the school building	All students
Lack of parental involvement	All students
Inconsistent teacher attendance	Across all grade levels and content areas
Increase in number of students with disabilities	Across all grade levels
Behavioral incidents during instructional periods	Across all grade levels and content areas

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/1/2020	9/1/2020	Leadership Team will plan and prepare professional learning opportunities to enhance ELA instruction through the use of: <ul style="list-style-type: none"> • Reader's/Writer's Workshop • AVID Strategies • Research-Based Interventions <ul style="list-style-type: none"> ○ Read180/System44
8/1/2020	9/1/2020	Leadership Team will review and analyze building-wide data from the 2019-2020 school year.
9/8/2020	1/4/2021	Teachers will provide reading intervention services during RTI periods.
9/8/2020	1/4/2021	Teachers will continue to embed the Read180/System44 Program with a select cohort of students including the SWD subgroup
9/8/2020	1/4/2021	Teachers will utilize the Read180/System44 Program as part of the extended day learning.
9/8/2020	1/4/2021	School leaders and instructional coaches will immerse teachers in Year Long Professional Development activities increasing instructional capacity with workshop model lessons.

ELA Goal

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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 Benchmark Assessments	22% Proficiency of Tested Students	By January 2021, 32% of students will be proficient in ELA.

Planning for January to June

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

Start	End	Action
1/4/21	6/25/21	Analyze Focus Standards and ways to address larger areas of deficiencies
1/4/21	6/25/21	PLCs to address approaches to RTI periods
1/4/21	6/25/21	Continued progress monitoring of standards-based questioning
1/4/21	6/25/21	Provide Parent Involvement/Engagement Opportunities to increase proficiency levels.
1/4/21	6/25/21	Monthly faculty meetings will focus on disaggregation of student data to analyze trends in student academic growth or deficiencies and in turn drive instructional outcomes.
1/4/21	6/25/21	Monthly curriculum meetings will focus on school staff creating implementation goals for the month based on current student data.
1/4/21	6/25/21	Weekly instructional walkthroughs by the administrative team focusing on data driven instruction and the implementation of AVID strategies.
1/4/21	6/25/21	School leaders and instructional coaches will continue to immerse teachers in Year Long Professional Development activities increasing instructional capacity with workshop model lessons.

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Analyze Data	Meet with Data specialist	9/2020
Appropriate use of Running Records and data collection	Continue the use of digital portfolios and perform the collection of running records digitally.	9/2020
Curriculum Map updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	9/2020
Differentiating instruction for balanced literacy	Using running records to address the needs of students and to create instructional and guided reading groups using a digital platform.	9/2020
Formalizing readers and writers' workshops	Provide teachers with PD videos and additional resources using a digital platform.	9/2020
Provide students and teachers with workshops as to how to use digital learning platforms for instruction.	Create training opportunities for students and teachers on how to navigate digital resources.	9/2020
Student Attendance/Active Engagement.	Revamp PBIS and create structured incentive programs to increase student attendance and engagement.	9/2020

Math Goal

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	There will be an 11% increase in proficiency levels on the NYS Mathematics exam.	14% Proficiency

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Limited access to technology outside of the school building.	All students
Lack of parental involvement	All students
Inconsistent teacher attendance	Across all grade levels and content areas
Increase in number of students with disabilities	Across all grade levels
Behavioral Incidents during instructional periods	Across all grade levels and content areas

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/8/2020	1/4/21	Leadership Team will plan and prepare professional learning opportunities to enhance Math instruction through the use of: <ul style="list-style-type: none"> Systematic lesson planning Use of manipulatives
9/8/2020	1/4/21	Leadership Team will review and analyze building-wide data from the 2019-2020 school year.
9/8/2020	1/4/21	Teachers will provide math intervention services during RTI periods.
9/8/2020	1/4/21	Monthly curriculum meetings will focus on a school creating implementation goals for the month.
9/8/2020	1/4/21	School leaders and instructional coaches will immerse teachers in Year Long Professional Development activities increasing instructional capacity with workshop model lessons.
9/8/2020	1/4/21	Weekly review of lesson plans by the administrative team to ensure inclusion of instructional activities/ strategies aligned with implementation goals and assessment data results for targeted content areas.

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 Benchmark Assessments	14% Proficiency of Tested Students	By January 2021, 20% of students will be proficient in Math.

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
1/4/21	6/25/21	Continue monitoring data tracker according to Focus standards
1/4/21	6/25/21	Monthly faculty meetings will focus on disaggregation of student data to analyze trends in student academic growth or deficiencies and in turn drive instructional outcomes.
1/4/21	6/25/21	School leaders and instructional coaches will continue to immerse teachers in Year Long Professional Development activities increasing instructional capacity with workshop model lessons.
1/4/21	6/25/21	Monthly curriculum meetings will focus on school staff creating implementation goals for the month based on current student data.
1/4/21	6/25/21	Weekly instructional walkthroughs by the administrative team focusing on data driven instruction and the implementation of AVID strategies.

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
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Math Goal

<i>Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	9/2020
Unknown Additional Needs of Students	Analyzing diagnostic assessments and dissecting where the largest and most pertinent needs are found	9/2020
Online and In-Person Teaching	Due to unknown teaching conditions in the fall, a Hybrid form of instruction delivery will be utilized in the case of alternative scheduling due to social distancing guidelines	9/2020
Varying Levels within a Class	Differentiated lessons for each whole group lesson as well as RTI periods	9/2020

ELP or School-Selected Goal

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, the school will decrease its suspension rates by 20% by developing and designing systems and experiences that promote social emotional learning, which then lead to healthy relationships, and a safe, respectful learning environment that is conducive to learning for all students.	In the 2018-2019 school year, there were 49 students suspended.

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?)

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/8/2020	1/4/2021	School staff uses a restorative justice approach to address student conflicts and assist children with recognizing their role in the events that led to the conflict.
9/8/2020	1/4/2021	Edward Williams staff will receive supports from school leaders and the student support staff to implement PBIS Tier One supports with fidelity.
9/8/2020	1/4/2021	Edward Williams staff will receive technical assistance from the school leaders and the student support staff to implement PBIS Tier Two supports with fidelity. (Check-In/Check-Out Program)
9/8/2020	1/4/2021	Edward Williams staff will implement character education lessons, conduct assemblies, and create anti-bullying campaigns which dissuade and address students' adverse behaviors.
9/8/2020	1/4/2021	The school leaders, student support staff and teachers will work together to collect, analyze, and monitor data that aligns to students' office referrals and suspensions to ensure strategies are effective.

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
Suspension Report		

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
1/4/21	6/25/21	School staff will continue to use a restorative justice approach to address student conflicts and assist children with recognizing their roles in the events that led to the conflict.
1/4/21	6/25/21	The school leader will assign coaches to support staff members struggling to use the restorative justice approach.
1/4/21	6/25/21	The school leaders will continue to monitor the implementing of PBIS Tier One supports with fidelity and assess which staff members need support.
1/4/21	6/25/21	The school leader will assign coaches to support staff members struggling to use the PBIS Tier One supports.
1/4/21	6/25/21	The school leaders and staff will continue to collect, analyze, and monitor students' socio-emotional and behavior data to ensure the school is on the trajectory to decrease by 20% in comparison to the 2018-2019 school year data.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students require emotional support to address re-opening plans	School counselors, liaisons, and staff will meet with students that are having a difficult time transitioning back to school.	September 2020

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		38.1% Chronic Absenteeism Rate in 2018-2019 School Year

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?)
Parents continue to transfer their children to other schools/districts (in/out of state) without properly notifying the school staff, which negatively impacts the school's overall attendance rate	Building-wide
There are numerous amounts of students who are currently displaced/homeless (i.e., shelters, foster care, etc.), which also impacts their ability to attend school regularly.	Building-wide
Although the McKinney Vento Act protects our homeless/transient population from being moved to other schools/districts, we continue to face challenges with getting these students to attend school regularly.	Building-wide
Limited access to technology making it difficult for students to access instructional materials digitally. Therefore, students were marked absent.	Building-wide

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/8/2020	1/2021	Monthly attendance awards
9/8/2020	1/2021	Classroom incentive program for overall good attendance.
9/8/2020	1/2021	Teachers will provide workshops to address students' understanding of and to better familiarize the students with the virtual learning platforms; in order to implement a blended learning model.
9/8/2020	1/2021	The Parent liaison will continue to work closely with families to improve school wide attendance.
9/8/2020	1/2021	The school counselor will monitor and analyze student attendance data
9/8/2020	1/2021	The Homeless Liaison will contact families/shelters in order to support families regarding transportation and provide resources

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>)			

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
1/4/2021	6/25/2021	Continue monthly attendance awards
1/4/2021	6/25/2021	Counselor will meet with students who have been absent to discuss the cause and address the needs of the child

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students need training with district devices and programs.	Teachers will provide workshops to address students' understanding of and to better familiarize the students with the virtual learning platforms; in order to implement a blended learning model.	September
All stakeholders must be engaged in increasing attendance rates online.	The school administrators will conduct virtual learning seminars and professional development on different digital learning	September

Chronic Absenteeism or School-Selected Goal

	platforms to assist in fidelity of distance learning strategies even when they may be learning outside of the classroom.	

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)
All Students	"My school is clean."	50% of Students will agree/strongly agree with the statement.	74% of students disagreed/strongly disagreed in January 2020
All Staff	"My school is clean."	50% of staff will agree/strongly agree with the statement.	67% of teachers disagreed/strongly disagreed in January 2020

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
No thorough cleaning schedules
COVID concerns have increased need for disinfecting surfaces

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/2020	1/2021	The school leaders will create an action plan to address the cleanliness concerns of the school community.
9/2020	1/2021	School leaders will implement a plan of action in collaboration with the school custodian for improving the cleanliness of the physical school environment. A cleaning schedule will identify those responsible for cleaning and monitoring this initiative.
9/2020	1/2021	School leaders and the building custodian will conduct physical environment walkthrough inspections to ensure the plan of action is being adhered to with fidelity.
9/2020	1/2021	School leaders and the building custodian will conduct both announced and unannounced cleanliness walkthroughs on a regular basis.

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
DTSDE Survey for Staff	60% of teachers to disagree/strongly disagree
DTDSE Survey for Student	62% of students to disagree/strongly disagree

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	6/2021	School leaders and the building custodian will review MOY survey results.
1/2021	6/2021	School leaders and the building custodian will continue to conduct both announced and unannounced cleanliness walkthroughs once per month.
1/2021	6/2021	School leaders and the building custodian will modify the action plan based on both the DTSDE and mid-year follow-up survey results.

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
Thorough cleaning schedule to allow social distancing practices while decontaminating the building.	Administration will meet with the custodial staff to create a schedule.	September 2020

Submission Assurances

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

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

Submission Instructions

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

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

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

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