



2020-21

# School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
<b>Mt. Vernon City School District</b>	Graham School	Dr. Natasha Hunter - McGregor	PreK-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
<b>All Students</b>	2	4	3	2	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
June 22, 2020	X	X	X		
June 23, 2020		X	X	X	
June 24, 2020			X	X	
June 25, 2020				X	X
June 26, 2020	X	x	x	x	x

### TSI Schools Only

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

## Stakeholder Participation

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
		6/18	6/22	6/23	6/24	6/25	6/26	6/27	6/28	6/29	6/30	
Dr. Natasha Hunter- Mc Gregor	Principal	x	x				X	x	X	x	X	
Mr. Mark Raimondi	Assistant Principal	x	x	x	x	x						
Ms. Veronica Graham	Parent Liaison	x	x	x	x	x						
Mrs. Michela. Byrne	3 <sup>rd</sup> Grade Teacher	x	x	x	x	x						
Mrs. Rita Colucci	6 <sup>th</sup> Grade Teacher	x	x	x	x	x						
Mrs. Annabelle Strozza	SPED Teacher Title 1 Coordinator	x	x	x	x	x				x	X	
Mrs. Tara Quinn	Reading Specialist		x	X	x	x						

Stakeholder Involvement Signature Page

Ms. Janill Cabrera	Social Worker		x	X	x	x						

## Evidence-Based Intervention

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

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

**X 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	<p>By June 2021, Graham School will demonstrate at least a 14% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-8 ELA tests from the previous testing year (2018-2019).</p> <p>By June 2021, Graham School will demonstrate at least a 7% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-8 Math tests from the previous testing year (2018-2019).</p>

☐ **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	

## Evidence-based Intervention

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"/>	<b>Social Programs That Work</b>	
	<input type="checkbox"/>	Rating: Top Tier
	<input type="checkbox"/>	Rating: Near Top Tier
<input type="checkbox"/>	<b>Blueprints for Healthy Youth Development</b>	
	<input type="checkbox"/>	Rating: Model Plus
	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

☐ **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
<b>All</b>	All students will demonstrate at least a 14% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-8 ELA tests from the previous year.	83
<b>SWD</b>	Students with disabilities will receive mandated services in accordance to NYS Regulations. In addition, SWD's will be provided instructional coaching (support teachers in their lesson planning, curriculum modification, EDI, SDI) to support at least a 10% increase. SWD's will demonstrate at least 1 performance level increase on the NYS ELA Test.	33
<b>ELL</b>	English Language Learners will receive mandated services in accordance to NYS Regulations to promote academic growth.	44

### 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?)
Utilization of data to inform ELA instruction (whole and small group - RTI) in grades 2 through 8.	Grades 2-8 (ELA)
Implementation of ELA Model of Instruction (Balanced Literacy)	Grades K-8 (ELA)
One of two schools in the district to pilot the NYS ELA Computer Based Test (CBT). Unanticipated challenges statewide in the CBT administration/infrastructure.	Grades 3-8 (ELA)

## ELA Goal

### 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
August 1	August 31	Administration and the RTI Design Team will analyze end of program data for targeted Tier 2 and Tier 3 students entering grades 2- 6. This data will be used to develop student RTI plans in ELA for the 2020-2021 SY.
September 1	September 30	Principal and assistant principal will collaboratively develop a walkthrough tool/feedback form focused on school and district priorities. This tool will include, but not be limited to reflect Planning and Preparation, tiered support, CFU, Balanced Literacy components, SDI/EDI and a rubric.
September 1	September 30	Principal and assistant principal will develop their September walkthrough calendar ensuring that each teacher is visited once.
September 1	September 14	Principal and assistant principal will clearly communicate instructional expectations and share the walkthrough tool with staff.
September 15	September 30	Principals and assistant principals will conduct walkthroughs together to norm expectations and feedback. Teachers will receive actionable feedback within two days of being visited.
October 1	October 7	Principals and assistant principals will develop their October walkthrough calendar ensuring that teachers who were not meeting expectations in September are visited at least once.
October 8	October 31	Principals and assistant principals will conduct walkthroughs. Teachers will receive actionable feedback within two days of being visited.
October 1	October 31	Principal and Assistant Principal will conduct BOY ELA Goals/Data Meetings with all Tier 1, Tier 2 and Tier 3 staff
November 1	November 5	Principals and assistant principals will develop their November walkthrough calendar ensuring that teachers who were not meeting expectations in September are visited at least once.
November 6	November 19	Principals and assistant principals will conduct walkthroughs. Teachers will receive actionable feedback within two days of being visited.
November 20	November 30	Teachers will be surveyed regarding their perceptions of the usefulness of the feedback they received. School leaders will analyze the results of the teacher survey to determine

ELA Goal

		areas where feedback could be improved. Adjustments to the walkthrough tool/feedback form will be made to address any needs that are identified.
December 1	December 7	Principals and assistant principals will develop their November walkthrough calendar ensuring that teachers who were not meeting expectations in September are visited at least once.
December 8	December 31	Principals and assistant principals will conduct walkthroughs. Teachers will receive actionable feedback within two days of being visited.
August 2020	January 2020	Individual student RTI Plans will be developed and monitored throughout the 2020-2021 SY.
August 2020	January 2020	Administrators and coaches will provide professional development on Balanced Literacy integrating current curricula and additional resources. Balanced Literacy will include, but not be limited to read aloud, guided reading, shared reading/writing, independent reading/writing, and word study. Teachers will demonstrate implementation.
August 2020	January 2021	Principals and assistant principals will continue to implement back to paper-based testing (Students continuing to practice and prepare for the state test using print outs)
August 2020	January 2021	Administrators and teachers will continue to increase rigor of digital learning daily and provide a clear and concise structure for students blending synchronous and asynchronous instruction
August 2020	January 2021	Principals and assistant principals will continue to support professional development for teachers and support staff focusing on Digital Learning to increase knowledge and proficiency
August 2020	January 2021	AIS Specialists will provide Tier 3 push in and/or pull out evidence-based interventions to include, but not limited to Leveled Literacy Intervention (LLI) grades 2-5 and Language Live grades 6-8. Early literacy will include, but not limited to Reading Reform.
August 2020	January 2021	Teachers will triangulate data (i.e. Ready, Dibels) to create Tier 2 and Tier 3 targeted groups for varied small group instruction/guided reading/early literacy intervention
August 2020	January 2021	Principal and Assistant principal made staff assignments for organizational changes to include some teachers looping with them of some teachers for continuity (Grade1F, 5C,6C) and some changing grade level to promote academic success.

## ELA Goal

### 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
Mock ELA Test - 2019	Weakness Reading of literature <ul style="list-style-type: none"> <li>• Key ideas and Details</li> <li>• Craft and Structures</li> </ul> Strength Reading of informational Text <ul style="list-style-type: none"> <li>• Key ideas and Details</li> <li>• Craft and Structures</li> </ul> *14% of students in grades 3-8 are Level 3's and 4's	29% of students in grades 3-8 will be Level 3's and 4's
MOY-I ready	47% of students are at risk for Tier 3 42% of students are Tier 2 11% of students are Tier 1	47% of students are at risk for Tier 3 42% of students are Tier 2 11% of students are Tier 1  *Given the unprecedented times in education, we would like to ensure that we are back at this same level next year

### Planning for January to June

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

Start	End	Action
January 1	January 14	District leaders will conduct joint walkthroughs with school leaders. Following these walkthroughs, district leaders will collaborate and assist school leaders in preparing feedback to teachers, specifically those in need of improvement.
January 2021	June 2021	During the last week of each month, principals and assistant principals will develop their walkthrough calendar for the following month, ensuring that teachers who were not meeting expectations are visited at least once.
January 2021	June 2021	Principals and Assistant Principals will conduct walkthroughs. Teachers will receive actionable feedback within one week of being visited.

## ELA Goal

January 2021	June 2021	Administration and coaches will continue to provide professional development on Balanced Literacy integrating current curricula and additional resources. Balanced Literacy will include, but not be limited to read aloud, guided reading, shared reading/writing, independent reading/writing, and word study. Teachers will demonstrate implementation.
January 2021	June 2021	Individual student ELA RTI Plans will be monitored throughout the 2020-2021 SY.
January 2021	June 2021	Principals and assistant principals will continue to implement back to paper-based testing (Students continuing to practice and prepare for the state test using print outs). This action statement may change to CBT as applicable.
January 2021	June 2021	Teachers will continue to increase rigor of digital learning daily and provide a clear and concise structure for students blending synchronous and asynchronous instruction.
January 2021	June 2021	Principals and assistant principals will continue to support professional development for teachers and support staff focusing on Digital Learning to increase knowledge and proficiency
January 2021	June 2021	Administration, teachers and specialists will utilize MOY assessments data from iReady, Dibels, Waterford and Grade level benchmark data to adjust SMART Goals and RTI plan for students.
January 2021	June 2021	Administration, teachers and RTI Team will continue to monitor ongoing RTI referrals for at risk students, follow-up meetings for students previously referred.
January 2021	June 2021	Teachers will triangulate data (i.e. Ready, Dibels) to create Tier 2 and Tier 3 targeted groups for varied small group instruction/guided reading/early literacy intervention.
January 2021	June 2021	AIS Specialists will provide Tier 3 push in and/or pull out evidence-based interventions to include, but not limited to Leveled Literacy Intervention (LLI) grades 2-5 and Language Live grades 6-8. Early literacy will include, but not limited to Reading Reform.
February 1	February 28	Principal and Assistant Principal will conduct MOY Goals/Data Meetings with all Tier 1, Tier 2 and Tier 3 staff to include, but not limited to Smart Goals.
May 2021	June 2021	Principal and Assistant Principal will conduct EOY Goals/Data Meetings with all Tier 1, Tier 2 and Tier 3 staff to include, but not limited to Smart Goals. RTI plans will be reviewed and adjusted as needed.

### 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
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ELA Goal

Ensuring that each student has a device to ensure daily access	District distribution of devices (8 phases so far), donations from staff, outside agencies (I.E. Sororities, local businesses)	August-January January-June (Monitoring will be ongoing)
Parents purchasing their own devices	Explain how important it is for students to have devices Possibility of district becoming 1:1 with devices	August-January January-June (Monitoring will be ongoing)
Support families with language barriers (ENL)	Letters and notices sent home in native languages	August-January January-June (Monitoring will be ongoing)
Parents and families understanding the use of online platforms	Continued outreach to parents and families to ensure that they understand the online platforms that are used, week	August-January January-June (Monitoring will be ongoing)
Monitoring of the weekly analytics to ensure that all students are logging on and completing assignments	Weekly meetings to discuss the analytics report by the school's analytics support team Reaching out to homeless liaison Zooming sessions to provide face to face support Webinars and forums Screencasts to provide explicit instruction on how to use online platforms	August-January January-June (Monitoring will be ongoing)

## Math Goal

### Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
<b>SWD</b>	Continuation of district provided instructional coaching (support teachers in their lesson planning, curriculum modification, EDI, SDI) to support at least a 5% of SWD's will demonstrate at least 1 performance level increase on the NYS Math Test	31
<b>All</b>	By June 2021, Graham School will demonstrate at least a 7% increase in the number of students performing at level 3 and 4 (proficiency rate) on the NYS Grades 3-8 Math tests from the previous test year (2018-19).	77.2

### Root Causes

#### 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
August 1	August 14	Administration and the RTI Design Team will analyze end of program Math data for targeted Tier 2 and Tier 3 students entering grades 2- 6. This data will be used to develop a Math RTI plan for the 2020-2021 SY.
September 1	September 30	The principal and assistant principal will develop a protocol for grades 2-8 mathematics teachers to use iReady data to inform instructional planning and interventions (RTI).
September 1	September 30	Principal, assistant principal and district staff will collaboratively develop a walkthrough tool/feedback form focused on school and district priorities. This tool will include, but not be limited to reflect Planning and Preparation, tiered support, CFU, 6 Components of Math, SDI/EDI and a rubric.
September 1	September 30	Administrators and coaches will train grades 2-8 mathematics teachers on the data reports that are available within i-Ready. In addition, grades 2-8 mathematics teachers will be trained on the

## Math Goal

		district protocol for using iReady July data to inform instructional planning and interventions (RTI).
October 1	October 31	Principal and Assistant Principal will conduct BOY Math Goals/Data Meetings with all Tier 1, Tier 2 and Tier 3 staff.
August 2020	January 2021	Teacher will implement on ongoing basis envisions math 2.0/ envision model of instruction (Fluency, Guided Practice - Visual Learning & Concept Development/Modeled Instruction, Independent Practice, IOA Small Group Work, Student Debrief and Exit Ticket and Differentiated Homework) with consistency.
September 2020	January 2021	Principals and assistant principals will conduct walkthroughs. Grades 2-8 mathematics teachers will receive actionable feedback on model of instruction and RTI implementation within two days of being visited.
August 2020	January 2021	Teachers will continue to increase rigor of digital learning daily and provide a clear and concise structure for students blending synchronous and asynchronous instruction
August 2020	January 2021	Administration, District and Tech Link will continue professional development for teachers and support staff focused on Digital Learning to increase knowledge and proficiency. Staff share out model will continue.
August 2020	January 2021	Teachers will use IOA Activities provided to Tier 2 and 3 students in the classroom.
August 2020	January 2021	Teachers will utilize i Block/Small Group Instruction/iReady (Standards Mastery) to promote academic progress
August 2020	January 2021	Administration, teachers and RTI Team will continue to monitor ongoing RTI referrals for at risk students, follow-up meeting for those students previously referred.
August 2020	January 2021	Teachers will administer End of Topic Assessments and input results in Math Data Tracker
August 2020	January 2020	Principals and assistant principals will continue to implement back to paper-based testing (Students continuing to practice and prepare for the state test using print outs). This action statement may change to CBT as applicable.

### 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.



## Math Goal

Assessment	January 2020 Performance	January 2021 Target
Mock Math Test	21.2% of students in grades 3-7 are on grade level 8 <sup>th</sup> grade takes Algebra Regents	28% of students in grades 3-8 will be on grade level
MOY iReady	43% of students are at risk for Tier 3 54% of students are Tier 2 3% of students are Tier 1	43% of students are at risk for Tier 3 54% of students are Tier 2 3% of students are Tier 1  *Given the unprecedented times in education, we would like to ensure that we are back at this same level next year

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 1, 2021	January 31, 2021	Administrator or coach (district and school) will visit each grade 2-8  mathematics teacher to observe the implementation of their RTI plan. After each class visit the administrator or coach (district and school) will meet with the teacher to discuss how implementation of the RTI plan is proceeding and to discuss if there is a need for additional support.
February 1, 2021	February 28, 2021	Each grade 2-8 mathematics teacher will revise their RTI plan to support students in March, April and May based on the Middle-of-Year (MOY) i-Ready benchmark assessment data.
January 2021	June 2021	Teachers will continue to increase rigor of digital learning daily and provide a clear and concise structure for students blending synchronous and asynchronous instruction.
January 2021	June 2021	Principals and assistant principals will continue to support professional development for teachers and support staff focusing on Digital Learning to increase knowledge and proficiency.
January 2021	June 2021	Administration, teachers and specialists will utilize MOY assessments data from iReady, Dibels, Waterford and Grade level benchmark data to adjust SMART Goals and RTI plan for students.

## Math Goal

January 2021	June 2021	Teacher will be continuously monitoring Math i-Block/small group instruction/iReady (Standards Mastery) to close the learning gaps and promote academic progress.
January 2021	June 2021	Administration, teachers and RTI Team will continue to monitor ongoing RTI referrals for at risk students, follow-up meeting for those students previously referred
January 2021	June 2021	Individual student Math RTI Plans will be monitored throughout the 2020-2021 SY.
January 2021	June 2021	Back to paper-based testing (Students continuing to practice and prepare for the state test using print outs)

### Addressing COVID-19 Related Challenges – Math Goal

<b>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)</b>		
Need	Strategy to Address	When
Ensuring that each student has a device to ensure daily access	District distribution of devices (8 phases so far), donations from staff, outside agencies (I.E. Sororities, local businesses)	August-January January-June (Monitoring will be ongoing)
Parents purchasing their own devices	Explain how important it is for students to have devices Possibility of district becoming 1:1 with devices	August-January January-June (Monitoring will be ongoing)
Support families with language barriers (ENL)	Letters and notices sent home in native languages	August-January January-June (Monitoring will be ongoing)
Parents and families understanding the use of online platforms	Continued outreach to parents and families to ensure that they understand the online platforms that are used, week	August-January January-June (Monitoring will be ongoing)
Monitoring of the weekly analytics to ensure that all students are logging on and completing assignments	Weekly meetings to discuss the analytics report by the school's analytics support team Reaching out to homeless liaison Zooming sessions to provide face to face support	August-January January-June (Monitoring will be ongoing)

## Math Goal

	Webinars and forums Screencasts to provide explicit instruction on how to use online platforms	
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## 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, Graham School will provide professional development to 100% of the instructional staff on checking for understanding, goal setting, and high impact feedback to students. 80% of staff will implement this professional learning with fidelity in daily instruction and professional practice	Based on the 2018-2019 DTSDE Review, teachers need to improve on the consistency of high impact feedback to students, as well as, discussing student individual learning goals and providing steps for students to make progress and increase achievement

## 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?)
Based on the 2018-2019 DTSDE Review, teachers need to improve on the consistency of high impact feedback to students, as well as, discussing student individual learning goals and providing steps for students to make progress and increase achievement	Grades K-8 (All Content Areas)
Utilization of data to inform Math instruction (whole and small group - RTI) in grades 2 through 8.	Grades 2-8

## Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
August 2020	January 2021	Teachers will check for understanding a minimum of 3x per lesson, using a variety of school selected methods by grade and content
August 2020	January 2021	Teachers will engage in professional development on how to use i-Ready online instruction progress monitoring
August 2020	January 2021	Implement individual i-Ready data folders for students and teachers to monitor and track student learning goals

## ELP or School-Selected Goal

August 2020	January 2021	Students will utilize an agenda/planner to create and track their own personal learning goals. Time will be given for students to establish a weekly goal and reflect on their progress
August 2020	January 2021	Teachers will use data chat protocols to conference individually with students after each i-Ready diagnostic assessment
August 2020	January 2021	Teachers will have access to a resource folder in Schoology where staff can review goal setting, checking for understanding techniques and student feedback resources
August 2020	January 2021	Parent Liaison, FACE Committee, and staff will design and promote family engagement events linked to learning, including fostering family networks, and providing opportunities to create and review student learning goals

### 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
Based on the PD given to staff from September 2020 through January 2021, most staff (80%) will demonstrate consistent and cohesive checking for understanding strategies and provide meaningful and actionable student feedback. 80% of students will be able to discuss their individual learning goals and steps to	<p>Most of the staff from September through January will be demonstrating consistent and cohesive checking for understanding strategies and provide meaning and actionable student feedback. Access via walk throughs and observations</p> <p>Students will be able to discuss their individual learning goals and steps to make progress and increase achievement.</p>	<p>Based on our systems and best practices, teachers will use checking for understanding strategies with fidelity. As evident in the teaching and learning process and as part of the of a formative assessment and to provide feedback to students.</p> <p>Implementation of digital based instruction</p>

## ELP or School-Selected Goal

make progress and increase achievement		

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows needed)</i>		
Start	End	Action
January 2021	June 2021	Continue teachers checking for understanding a minimum of 3x per lesson, using a variety of school selected methods by grade and content
January 2021	June 2021	Continue with the individual i-Ready data folders for students and teachers to monitor and track student learning goals
January 2021	June 2021	Students will continue to use their agenda/planner to create and track their own personal learning goals, establishing weekly goal and time for students to reflect on whether they met their created goal
January 2021	June 2021	Teachers will continue to use data chat protocols to conference individually with students after each i-Ready diagnostic assessment
January 2021	June 2021	Teachers will continue to have access to a resource folder in Schoology where staff can review goal setting, checking for understanding techniques and feedback resources
January 2021	June 2021	Ongoing professional development will continue for staff members in need of support (checking for understanding, goal setting, feedback)

### 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
Ensuring that each student has a device to ensure daily access	District distribution of devices (8 phases so far), donations from staff, outside agencies (I.E. Sororities, local businesses)	August-January January-June (Monitoring will be ongoing)

ELP or School-Selected Goal

Parents purchasing their own devices	Explain how important it is for students to have devices Possibility of district becoming 1:1 with devices	August-January January-June (Monitoring will be ongoing)
Support families with language barriers (ENL)	Letters and notices sent home in native languages	August-January January-June (Monitoring will be ongoing)
Parents and families understanding the use of online platforms	Continued outreach to parents and families to ensure that they understand the online platforms that are used, week	August-January January-June (Monitoring will be ongoing)
Monitoring of the weekly analytics to ensure that all students are logging on and completing assignments	Weekly meetings to discuss the analytics report by the school's analytics support team Reaching out to homeless liaison Zooming sessions to provide face to face support Webinars and forums Screencasts to provide explicit instruction on how to use online platforms	August-January January-June (Monitoring will be ongoing)

## Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
<b>ALL</b>	Decrease the amount of chronic absenteeism to meet State and Federal Guidelines	The needs assessment indicated that large number of our students from grades 1 through 8 in both general and special education classes exhibited chronic absenteeism. These students who total average is above the acceptable threshold of state regulations had missed over 10% of onsite instruction due to their chronic absenteeism.

## 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?)
Personal/family issues have prohibited parents/guardians from having their child attend school on a regular basis	Grades 1-8 (All content areas)
Students and their families leave the country for extended vacations	Grades 1-8 (All content areas)
Families scheduling appointments during school hours	Grades 1-8 (All content areas)
Students taking care of younger siblings at home prohibiting them from attending school	Grades 1-8 (All content areas)
Students that are outside of our school zone who do not have transportation	Grades 1-8 (All content areas)
Illnesses and sickness (I.E. High numbers of influenza cases in the school)	Grades 1-8 (All content areas)
Low attendance on half days due to child-care issues	Grades 1-8 (All content areas)
Homeless and displaced population	Grades 1-8 (All content areas)
Hospitalizations due to mental illness	Grades 1-8 (All content areas)
Busing issues for SPED population	Grades 1-8 (All content areas)



Chronic Absenteeism or School-Selected Goal

Middle School truancy	Grades 6-8 (All content areas)
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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
August 2020	January 2021	Ran reports in Cognos and data warehouse for students exhibiting 7 or more absences
August 2020	January 2021	Tasked data analyst with looking for trends to clean up student attendance. Discrepancies between enrollment date and start date to ensure they reflect the exact date the child was present in the school
August 2020	January 2021	Looked for patterns of absenteeism, (Fridays, Mondays) – <i>There have been several students identified as exhibiting such patterns. The guidance counselor and social worker have reached out to those parents and informed them of the repercussions which result from those absences. (Failing for the academic year, not being promoted or graduate, have a potential CPS case opened on them for educational neglect.)</i>
August 2020	January 2021	Followed up on students who have been excessively absent and have an <b>open</b> CPS case
August 2020	January 2021	Contacted parents and hospitals of students that were hospitalized for either mental or physical health reasons and had them provide me with documentation stating the students received academic services while they were under their care.
August 2020	January 2021	Imposed a new policy for all classroom teachers to call the parent of any student who has been out two consecutive days without any prior notification to inquire the reason and the date of return.
August 2020	January 2021	Sent a letter home to all parents that outline the absence policy for the school.
August 2020	January 2021	Worked with the guidance counselor, social worker, and school attendance officer to identify any student who may be residing outside of the school zone.
August 2020	January 2021	Worked with the homeless liaison to ensure students who have been displaced are provided adequate transportation to combat lateness and absence or suggest to the parent/guardian a school in closer proximity to where they are residing.

## Chronic Absenteeism or School-Selected Goal

August 2020	January 2021	Checked middle school attendance to ensure all attendance was reported every period to limit the number of class period absences to under 4 and avoid the student and the school being charged a full day's absence.
August 2020	January 2021	Discharged all students who no longer attend the school
August 2020	January 2021	Guidance counselor met with middle school students that were exhibiting excessive absence patterns and informed them they were in danger of failing for the academic year, not being promoted or eligible to graduate, have a potential CPS case opened on them for educational neglect.
August 2020	January 2021	Guidance counselor met with students who exhibit excessive absence for a weekly group meeting to focus on good attendance. Thus, showing an improvement in student daily attendance.
August 2020	January 2021	Follow-up on a weekly basis with all the above.

### 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
E-School Attendance/Schoology Records	All Students	Graham had an attendance rate of 96.7% according to the Cognos data for January to June 2020	A procedure will be implemented to monitor, track and document absenteeism in order to decrease the rate. Promote Perfect Attendance as part of PBIS.

## Chronic Absenteeism or School-Selected 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	Run reports in Cognos and data warehouse for students exhibiting 7 or more absences
January 2021	June 2021	Tasked data analyst with looking for trends to clean up student attendance. Discrepancies between enrollment date and start date to ensure they reflect the exact date the child was present in the school
January 2021	June 2021	Look for patterns of absenteeism, (Fridays, Mondays) – <i>There have been several students identified as exhibiting such patterns. The guidance counselor and social worker have reached out to those parents and informed them of the repercussions which result from those absences. (Failing for the academic year, not being promoted or graduate, have a potential CPS case opened on them for educational neglect.)</i>
January 2021	June 2021	Follow up on students who have been excessively absent and have an <b>open</b> CPS case
January 2021	June 2021	Contact parents and hospitals of students that were hospitalized for either mental or physical health reasons and had them provide me with documentation stating the students received academic services while they were under their care.
January 2021	June 2021	Impose a new policy for all classroom teachers to call the parent of any student who has been out two consecutive days without any prior notification to inquire the reason and the date of return.
January 2021	June 2021	Send a letter home to all parents that outline the absence policy for the school.

### Chronic Absenteeism or School-Selected Goal

January 2021	June 2021	Work with the guidance counselor, social worker, and teacher to identify any student who may be residing outside of the school zone.
January 2021	June 2021	Work with the homeless liaison to ensure students who have been displaced are provided adequate transportation to combat lateness and absence or suggest to the parent/guardian a school in closer proximity to where they are residing.
January 2021	June 2021	Check middle school attendance to ensure all attendance was reported every period to limit the number of class period absences to under 4 and avoid the student and the school being charged a full day's absence.
January 2021	June 2021	Discharge all students who no longer attend the school
January 2021	June 2021	Guidance counselor will met with middle school students that were exhibiting excessive absence patterns and informed them they were in danger of failing for the academic year, not being promoted or eligible to graduate, have a potential CPS case opened on them for educational neglect.
January 2021	June 2021	Guidance counselor will be met with students who exhibit excessive absence for a weekly group meeting to focus on good attendance. Thus, showing an improvement in student daily attendance.
January 2021	June 2021	Follow-up on a weekly basis with all the above.

### 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
Graham School will implement whatever State and Federal Guidelines are imposed on us to the best of our ability	Procedures set in place by the School District	Prior to the start of the 2020-2021 School Year

## 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)
Instructional Staff, Parents, Students	Are there strong ties between families and the school?	To better address the needs and concerns of the students, parents, and staff regarding the identified issues. As a school, we would like to show a decrease of approximately 50% in the 2020-2021 DTSDE Survey.	According to the DTSDE Survey, 28% of students disagreed that their families attend school events, 22% of parents disagreed that staff ask for input on how to better support their child/children, 20% of staff disagreed that they were supported by their students' parents

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
Many parents must work shifts and are unable to get to school
Transportation issues
Personal/family issues (I.E. lack of childcare for siblings at home)

### 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
August 2020	January 2021	Nominate class parents (parents relay information to other parents in the class)
August 2020	January 2021	Weekly outreach from teachers to parents that if any issues arise, they can call their child's teachers to set up a conference
August 2020	January 2021	Quarterly parent support groups specific to SPED Students
August 2020	January 2021	Ongoing Parent Trainings/Involvement Days to ensure parents stay involved in the school community

## Survey Goal

August 2020	January 2021	PTA Involvement Meetings, Informational meetings from outside agencies, community groups to address issues and concerns of families

## 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	14% (14% decrease) of students disagreed that their families attend school events, 11% (11% decrease) of parents disagreed that staff ask for input on how to better support their child/children 10% (10% decrease) of staff disagreed that they were supported by their students' parents

## Planning for January to June

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

Start	End	Action
January 2021	June 2021	Have class parents (parents relay information to other parents in the class)
January 2021	June 2021	Weekly outreach from teachers to parents that if any issues arise, they can call their child's teachers to set up a conference
January 2021	June 2021	Quarterly parent support groups specific to SPED Students
January 2021	June 2021	Ongoing Parent Trainings/Involvement Days to ensure parents stay involved in the school community

## Survey Goal

January 2021	June 2021	PTA Involvement Meetings, Informational meetings from outside agencies, community groups to address issues and concerns of families

### 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
Training parents on how to use the instructional platforms that their children use	Instructional Zoom Meetings (groups and individual), Screencast Videos to teach parents, phone conferences to guide parents through the platforms	August 2020-January 2021 January 2021-June 2021
Parent Forums regarding current events and mental-health awareness	Zoom Meetings for parents and students to attend	August 2020-January 2021 January 2021-June 2021
Transitioning traditional in school events to Zoom	Back to School Night, Report Card Night, Title I, AVID, Transitioning to Middle School (EOY), Transitioning to High School (EOY), PBIS Kickoff and Events, Character ED Assemblies	August 2020-January 2021 January 2021-June 2021
Weekly Principal Read-Aloud	Principal reads aloud a story every Wednesday at 5 P.M.	August 2020-January 2021 January 2021-June 2021
Parent/Teacher Communication	ClassDojo, Schoology, PTA, School Monthly Event Calendar, Parent - teacher conference, meet and greets, Graham Facebook page and Graham Website	August 2020-January 2021 January 2021-June 2021

## 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. **X**
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. **X**
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. **X**
4. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance. **X**
5. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. **X**

## 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).