New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
MVCSD	William H. Holmes School	Danielle Davis-Marrow	Pre-K - 8

2018-19 Accountability Data

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

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

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
Example: 3/6/20	x	x			
10/2/19	X	X		X	
12/04/19	X	X		X	X
01/22/20	X			X	
02/05/20	X				X
5/22/20	X				X
5/29/20				X	
06/05/20				X	X

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

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
		01/22		02/05		**05/22**		05/29		06/05		
Danielle Davis-Marrow	Principal	X		X		**X**		X		X		
Duane Christian	Assistant Principal	X		X		**X**		X		X		
Sharon Vann	Title 1 Coordinator	X		X		**X**		X		X		
Greer Valinotti	ENL Teacher	X		X		**X**		X		X		
Daniela Beechner	Algebra Teacher	X		X		**X**		X		X		
Marlana Wheelwright	6th Grade Teacher	X		X		**X**		X		X		
Veronica Graham	Parent Liaison	X		X		**X**		X		X		
Tawana Youngblood	Social Studies Teacher	X		X		**X**		X		X		

Stakeholder Involvement Signature Page

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		
	☐ What Works Clearinghouse	
		☐ Rating: Meets WWC Standards Without Reservations
		☐ Rating: Meets WWC Standards With Reservations
	☐ **Social Programs That Work**	
		☐ Rating: Top Tier
		☐ Rating: Near Top Tier
	☐ **Blueprints for Healthy Youth Development**	
		☐ Rating: Model Plus

	☐	Rating: Model
	☐	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

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
ALL Students	By June 2021, Holmes School will demonstrate at lease a 45% proficiency rate on the NYS ELA tests. (116 of the 258 students to score at level 3 or 4.) As of 4/11/20 Holmes has 258 students in grades 3-8 (testing grades).	122 (L2)

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?)
On the 2018-19 NYS assessments curriculum benchmark analysis revealed an overarching deficiency of proficiency in literary text due to vocabulary and comprehension.	ELA all grade levels
Access to technology/ technology training	All Grade Levels
Substitute turnover during long term leave in testing grade	All Grade Levels
Behavioral challenges may impede academic success of some students	All Grade Levels

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**
August 2020	January 2021	Many Elementary Teachers and all middle school will loop with their current class to next grade level.
August 2020	January 2021	Data/ Strategy meetings will be scheduled monthly for school leaders and coaches to meet with grade level teachers to review student performance data on iReady, Dibels, common assessments, formative assessments. Analyze trends in data and align target skill instruction. Teachers will examine student work and effective use of instructional strategies. SMART goals with student input will be established to build on student strengths to compensate for skill deficits.

August 2020	January 2021	RTI PLC will meet to review student data from prior year and have vertical PLCs to review student data to set student and class specific ELA goals. Teachers will begin interventions and progress monitoring immediately.
August 2020	January 2021	Afterschool Power Hour will meet twice a week, where students receive additional support to strengthen their ELA learning skills.
August 2020	January 2021	Middle school teachers will incorporate ELA strategies and best practices such as Close Reading, Text Dependent Questions, Author's Purpose, throughout instruction.
August 2020	January 2021	I-Ready to determine students' strengths and areas of need.
August 2020	January 2021	Middle school lunchtime tutorial to provide extra support in specific subject areas.
August 2020	January 2021	ELA formative assessments based on sample questions from past ELA assessments
August 2020	January 2021	Continued support of English Language Learners who score commanding for two years of additional services and collaboration with classroom teachers.
August 2020	January 2021	Students will show evidence of improved participation in their learning through reading response journals, quizzes, exit tickets, classwork and teacher/student conference notes.
August 2020	January 2021	Use of the Frayer Model to incorporate vocabulary across subject all areas
August 2020	January 2021	Translated word walls and glossaries provided for English Language learners across all subject areas.
August 2020	January 2021	Use of conversation prompts and sentence starters for both speaking and writing activities in order to give English Language Learners & students with speech and language disabilities greater access to conversations and writing activities in English.
August 2020	January 2021	Use of vocabulary in context cards with visual representation of vocabulary words for English Language Learners Students with Disabilities.
August 2020	January 2021	Use of audio text for ENL students and Students with Disabilities through journeys and immersive reader
August 2020	January 2021	PBIS is an ongoing schoolwide program that encourages positive student behavior and seeks to support overall student achievement. Teachers will use Explicit Direct instruction across all content areas and grade levels. Teachers will facilitate small group instruction across all content areas and grade levels. Teachers in grades 3-5 will use Journeys leveled readers and graphic organizers for ELLs and SWDs

		SOS strategies from Discovery Education such as AEIOU, 6 Word Story, 3 truths and a lie, Multiple Perspectives, and Tweet Tweet. Use of R.A.C.E.S. and R.A.G.E. strategies for short response writing Use of short and extended response rubrics Explicit Direct instruction of signal words and phrases to identify text structures such as persuasion, problem/solution, compare & contrast, cause & effect Weekly usage of I-Ready lessons and strategies Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist their children with online learning.

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
iReady	Tier 1 increased by 13% Tier 2 decreased by 6% Tier 3 decreased by 6% Tier 1 and Tier 2 combined 19%	By January 2021, students in grades 3-8 will demonstrate an increase in ELA in Tier 1 and Tier 2 by 24%.
Common Assessments	Average proficiency rate of students in grades 3-8 more is 33%.	By January 2021, students in grades 3-8 will demonstrate a rate of proficiency of at least 38% 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**
January 2021	June 2021	Many Elementary Teachers and all middle school will loop with their current class to next grade level.
January 2021	June 2021	RTI PLC will meet to review student data from mid-year benchmarks to review student data to set/adjust student and class specific ELA goals. Teachers will begin interventions and progress monitoring immediately.
January 2021	June 2021	Mock ELA Assessment Experience
January 2021	June 2021	Use data from mock common state assessment to adjust current curriculum to include types of questioning aligned to state standards such as higher order and two step questioning.
January 2021	June 2021	Afterschool Power Hour will meet bi-weekly where students receive additional support to strengthen their ELA learning skills with sections to support ENL students and Students with disabilities.
January 2021	June 2021	Middle school teachers will incorporate ELA strategies and best practices such as Close Reading, Text Dependent Questions, Author's Purpose, throughout instruction.
January 2021	June 2021	I-Ready to determine students' strengths and areas of need.
January 2021	June 2021	Middle school lunchtime tutorial to provide extra support in specific subject areas.
January 2021	June 2021	Use of the Frayer Model to incorporate vocabulary across subject all areas
January 2021	June 2021	Translated word walls and glossaries provided for English Language learners across all subject areas.
January 2021	June 2021	Use of conversation prompts and sentence starters for both speaking and writing activities in order to give English Language Learners & students with speech and language disabilities greater access to conversations and writing activities in English.
January 2021	June 2021	Use of vocabulary in context cards with visual representation of vocabulary words for ENL students and students with disabilities.
January 2021	June 2021	Use of audio text for ENL students and Students with Disabilities through journeys and immersive reader
January 2021	June 2021	PBIS is an ongoing schoolwide program that encourages positive student behavior and seeks to support overall student achievement.
		Teachers will use Explicit Direct instruction across all content areas and grade levels
		Teachers will facilitate small group instruction across all content areas grade levels

		Teachers in grades 3-5 will use Journeys leveled readers and graphic organizers for ELLs and SWDs
		SOS strategies from Discovery Education such as AEIOU, 6 Word Story, 3 truths and a lie, Multiple Perspectives, Tweet Tweet
		Use of character traits graphic organizers to enhance students' understanding of how character actions and words help us to make inferences about characters
		Use paragraph shrinking strategy to help students synthesize the main idea of a story in ten words or less.
		Use of R.A.C.E.S. and RAGE strategies for short response writing
		Use of short and extended response rubrics
		Weekly usage of I-Ready lessons and strategies
		Continue to use Zoom, Schoology, Discovery Education, Ed puzzle,
		Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist their children with online learning.

Addressing COVID-19 Related Current 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
Home and School Connection to keep students actively engaged in distance learning	*Develop a mentoring program to track outreach to students' families for support with distance learning. (Possibly through school counselor & social worker support)* *Make sure to communicate with parents*	September 2020 – June 2021
Daily monitoring of SWD and ENL groups	In order to support the SWD and ELLs student groups, assigned TAs and appointed school members will monitor student Schoology frequency. School members will contact student and family to offer additional support.	September 2020 – June 2021

Technology	Holmes will work with the MVCSD to provide access to computers and technology to Holmes families Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist their children with online learning.	September 2020 - June 2021
Providing Lessons for students with lack of access to technology	Physical packets with grade level classwork across content area will be sent to students. We will provide directions in the students' home languages.	September 2020 - June 2021

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	By June 2021, 35% of all students will demonstrate proficiency on the NYS Math Assessment	92 (L2)

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?)
Students have limited access to RTI for mathematics	Mathematics all grade levels
Access to technology/technology training	All grade levels
Behavioral changes may impede academic success of some students	All grade levels

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
August 2020	January 2021	Collect and analyze data using a baseline assessment to determine student needs.
August 2020	January 2021	Have a math specialist work with students who are performing 2 or more levels below current grade level.
August 2020	January 2021	Loop students up with their teachers for the current school year.
August 2020	January 2021	Schedule Math class to occur early in the day when student focus is at its peak.
August 2020	January 2021	Provide multiple opportunities at various times of the day for tutoring, including before school starts, during lunch, or after school.
August 2020	January 2021	Provide math coaching to teachers (pending budget).
August 2020	January 2021	During PLCs, teachers will meet to review student data set student and class specific Math goals. Teachers will begin interventions and progress monitoring immediately.
August 2020	January 2021	Data/Strategy meetings will be scheduled on a regular basis for school leaders and coaches to meet with grade level teachers to review student performance data on iReady, common assessments, and formative assessments. Data trends will be analyzed and target skills will be aligned

		accordingly. SMART goals will be established to build on student strengths to compensate for skill deficits.
August 2020	January 2021	Afterschool Power Hour will meet twice a week, where students receive additional support to strengthen their Math problem solving skills.
August 2020	January 2021	Digital learning trackers such as iReady will be used to determine students' strengths and areas of need.
August 2020	January 2021	Middle school teachers will offer lunchtime tutorials to provide extra support in specific subject areas.
August 2020	January 2021	Review data associated with the School District's Mathematics common assessments.
August 2020	January 2021	Provide English Language Learns with continued support including additional services and collaboration with classroom teachers.
August 2020	January 2021	Students will show evidence of improved participation in their learning through quizzes, exit tickets, classwork, and teacher/student conference notes.
August 2020	January 2021	Teachers and students will make use of the Frayer Model to incorporate vocabulary in Mathematics.
August 2020	January 2021	The use of word walls and glossaries will be provided for English Language Learners.
August 2020	January 2021	PBIS is an ongoing schoolwide program that encourages positive student behavior and seeks to support overall student achievement.
August 2020	January 2021	Teachers will use explicit direct instruction during Math class at all grade levels.
August 2020	January 2021	Teachers will facilitate small group instruction across all content areas and grade levels.
August 2020	January 2021	Teachers will implement SOS strategies from Discovery Education such as AEIOU, 6 Word Story, 3 Truths and 1 Lie, Multiple Perspectives, and Tweet Tweet.
August 2020	January 2021	Offer Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist their children with online learning.

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 ar on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
iReady	Tier 1 increased by 16% Tier 2 decreased by 5% Tier 3 decreased by 11% Tier 1 and Tier 2 combined 21%	By 2021, students in grades 3-8 will demonstrate an increase in Tier 1 and Tier 2 by 26%.
Common Assessments (Envisions)	Average proficiency rate of students in grades 3-8 is 15%.	By2021, students in grades 3-8 will demonstrate a rate of proficiency of 20% 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**
January 2021	June 2021	PLC will meet to review student data from mid-year benchmarks to review student data to set/adjust student and class specific Math goals. Teachers will begin interventions and progress monitoring immediately.
January 2021	June 2021	Collect and analyze data using a baseline assessment to determine student needs.
January 2021	June 2021	Have a math specialist work with students who are performing 2 or more levels below current grade level.
January 2021	June 2021	Loop students up with their teachers for the current school year.
January 2021	June 2021	Schedule Math class to occur early in the day when student focus is at its peak.
January 2021	June 2021	Provide multiple opportunities at various times of the day for tutoring, including before school starts, during lunch, or after school.
January 2021	June 2021	Provide math coaching to teachers (pending budget).
January 2021	June 2021	During PLCs, teachers will meet to review student data set student and class specific Math goals. Teachers will begin interventions and progress monitoring immediately.
January 2021	June 2021	Data/Strategy meetings will be scheduled on a regular basis for school leaders and coaches to meet with grade level teachers to review student performance data on iReady, common assessments, and formative assessments. Data trends will be analyzed and target skills will be aligned accordingly. SMART goals will be established to build on student strengths to compensate for skill deficits.
January 2021	June 2021	Afterschool Power Hour will meet twice a week, where students receive additional support to strengthen their Math problem solving skills.
January 2021	June 2021	Digital learning trackers such as iReady will be used to determine students' strengths and areas of need.
January 2021	June 2021	Middle school teachers will offer lunchtime tutorials to provide extra support in specific subject areas.
January 2021	June 2021	Review data associated with the School District's Mathematics common assessments.

January 2021	June 2021	Provide English Language Learns with continued support including additional services and collaboration with classroom teachers.
January 2021	June 2021	Students will show evidence of improved participation in their learning through quizzes, exit tickets, classwork, and teacher/student conference notes.
January 2021	June 2021	Teachers and students will make use of the Frayer Model to incorporate vocabulary in Mathematics.
January 2021	June 2021	The use of word walls and glossaries will be provided for English Language Learners.
January 2021	June 2021	PBIS is an ongoing schoolwide program that encourages positive student behavior and seeks to support overall student achievement.
January 2021	June 2021	Teachers will use explicit direct instruction during Math class at all grade levels.
January 2021	June 2021	Teachers will facilitate small group instruction across all content areas and grade levels.
January 2021	June 2021	Teachers will implement SOS strategies from Discovery Education such as AEIOU, 6 Word Story, 3 Truths and 1 Lie, Multiple Perspectives, and Tweet Tweet.
January 2021	June 2021	Offer Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist their children with online learning.

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
Online resources that can be accessed across multiple resources	Research various instructional programs to help support learning on level with student abilities	September 2020 – June 2021
Home and School Connection to keep students actively engaged in distance learning	Develop a mentoring program to track outreach to students' families for support with distance learning. (Possibly though school counselor and social worker support)	September 2020 – June 2021
Daily monitoring of SWD and ENL Groups	In order to support he SWD and ELLs student groups, assigned TAs and appointed school members will monitor student Schoology frequency. School members will contact student and family to offer additional support.	September 2020 – June 2021
Technology access must be readily available	Holmes will work with the MVCSD to provide access to computers and technology to Holmes families.	September 2020 – June 2021

	Parent workshops and "how to" tutorials for Schoology, Zoom, and Flipgrid will be provided in order to help parents gain skills to assist and monitor their children with online learning.	
Providing lessons for students with lack of access to technology	Physical packets with grade level classwork across content area will be sent to students. We wil provide directions in the students' home languages.	September 2020 – June 2021

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)
During the 2020-2021 School year 100% of teachers will engage in a process where students and teachers work together to improve distance learning participation by creating clear protocols and timelines to formalize sharing data and goals.	Since distance learning has commenced in March of 2020, our students' ability to participate remotely began with only 33% of students having 100% activity on Schoology in April and May having 73%. On iReady only 53% of students on iReady in April and May having 61%.

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?)
Minimal technology or students lack technology / internet resource.	All school
Teacher, student and parent training on remote technology	All school

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
August 2020	January 2021	Considerations for Remote Teaching and Learning Remote teaching and learning require many practices similar to classroom instruction but also has its own unique set of considerations. The section below contains strategies, techniques, and tools that educators in the field have recommended for effective instruction in a remote environment. ■■ Communication — Identify students' preferred method of communication (phone, email, chat, videoconference) — Incorporate all stakeholders into remote learning instruction (Teacher Assistants, co-teacher, related service providers, etc.) — Set up and communicate a schedule — Be flexible to meet varied needs of students — Establish positive behavioral expectations — Model digital citizenship — Post timely and positive announcements — Provide consistent feedback ■■ Technical Skills and Troubleshooting — Check and answer emails daily — Confirm/establish student email accounts — Set up time schedule for availability

		Develop Classroom Structures, Protocols and Culture — Establish routines — Provide clear and explicit directions — Utilize classroom and one-to-one Teacher Assistants to support design of materials, activities, and lessons — Offer tutorials, screenshots, video and audio recording — Teach skills necessary to engage with digital tools — Present content in a consistent format — Communicate frequently — Use encouraging language ■■ Planning for Instruction — Continue to use standards-aligned resources — Include technical skill development in learning objectives — Set daily/weekly goals (be flexible) — Co-create rubrics and/or assessments to clarify expectations — Use digital tools for student engagement — Translate content for Multilingual Learners — Ensure assignments are scaffolded — Incorporate student IEP goals into every lesson and activity — Integrate assistive technology for students with disabilities
		• Remote learning doesn't have to be all digital. In fact, for younger grades, caregivers can sign in to get assignments • Balance student screen time with some physical real-live activities • Require students to have some active time away from their devices • Students can complete art and other projects and then families can send pictures of the work back to teachers

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
I-Ready ELA	**Tier 1 increased by 13%** **Tier 2 decreased by 6%** **Tier 3 decreased by 6%** **Tier 1 and Tier 2 combined 19%**	**By January 2021, students in grades 3-8 will demonstrate an increase in ELA in Tier 1 and Tier 2 by 24%.**
I-Ready Math	**Tier 1 increased by 16%** **Tier 2 decreased by 5%** **Tier 3 decreased by 11%** **Tier 1 and Tier 2 combined 21%**	**By 2021, students in grades 3-8 will demonstrate an increase in Tier 1 and Tier 2 by 26%**

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 21	June 21	**Continue to utilize Schoology platform**
January 21	June 21	**Continue Explicit Direct Instruction (EDI)**
January 21	June 21	**Continue Screencast-O-Matic**
January 21	June 21	**Continue Flipgrid: Flipgrid is a social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a "web" of discussion.**
January 21	June 21	**Continue Spotlight on Instruction Strategies (SOS)**
January 21	June 21	**Continue Zoom: Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers.**

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
Devices for all students	Students without home devices will receive district laptops.	09/20 - 06/21
Online Content Delivery	All teachers will continue to utilize the Schoology platform for instruction.	09/20 - 06/21
Live-Student-Teacher Contact Time	Students will be able to gather for synchronous learning times via Schoology, and Zoom online video conferencing	09/20 - 06/21

Online Monitoring of Student Progress/Student Assessment	I-Ready will be used to monitor student Progress/Student Assessment	BOY 09/20 MOY 01/21 EOY 06/21

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	Decrease absenteeism to 9%	13.8%
ENL	Decrease absenteeism 5%	21.2%
SWG	Decrease absenteeism 5%	24.1%

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?)
Illness	No
Unexcused absence	No
Students not digitally checking in	No
Students leave the country for extended time outside of designated vacation time	No
Chronic illness	No

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**
August 2020	January 2021	Have teachers notify admin of chronic students who are absent. Communication made to family (via phone call and email).
August 2020	January 2021	Keep record of chronic absentee students and the number of attempts for communication made with the families.
August 2020	January 2021	Obtain doctor approved medical excuse from parents.
August 2020	January 2021	Use parent liaison and guidance counselor to assist in contacting the parents.
August 2020	January 2021	Use translator for non-English speaking parents so they can understand the importance of the attendance.

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 (*replace with alternate data source if not using a CA goal*)			
E-School	**All Students**	14%	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
January 2021	June 2021	Offer classroom incentives to the class that has the highest attendance rate (per grade and overall). This can include but not limited to a classroom celebration (pizza party, etc.) or a local trip.
January 2021	June 2021	Hand out attendance awards monthly and annually.
January 2021	June 2021	Acknowledge students with the best attendance on a monthly basis per class and reward the group at the end of each quarter.
January 2021	June 2021	Keep monitoring the attendance to see if any students are beginning to show a pattern of absences.

25

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
A centralized attendance system	Have students sign in for attendance in one spot instead of with various teachers for the secondary level.	Idea pending
Technology	Continue to see if students have the technological means to sign in.	On-going
Technology	Continue to work with the district to supply students with technology (those who don't have).	On-going

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)*
Students Parents Teachers	Students do not threaten and/or bully each other in school?	Strengthen the structure and implementation of Tier II PBIS by reducing the current cases of problem behavior by 5% in the 2020-2021 school year. Improved SEL (social emotional learning) will be measured by an increase in the positive feedback from the parents, students, and staff DTSDE survey for "Students do not threaten and/or bully each other in school" by 7% on the 2020-2021 surveys. Out-of-school suspensions will be decreased in the 2020-2021 school year than from the prior year. Increases in student achievement will be monitored throughout the 2020-2021 school year.	Based on the 2018-2019 DTSDE Surveys for Parents, Staff, and Students recorded the "Lowest Ranking Indicators" for "Students do not threaten and/or bully each other in school": Parents = 37%, Staff = 43%, and Students = 61%. Out-of-school suspensions (OSS) have increased by 5 incidents each year for the past 4 years.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Increase accountability of all stakeholders
Increase awareness of student expectations and building code of conduct for all stakeholders
Provide more social and emotional learning opportunities
Strengthening the promotion of PBIS, Character Education and Social Emotional Learning

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**
September 2020	September 2020	The school leader will distribute Holmes School Family Handbook which will incorporate a section for PBIS, Character Education and Building Code of Conduct. The School leader will devote a faculty meeting to review the handbook and train staff. The school leader will promote and distribute the handbook to all families during Back to School Night, Meet and Greet and PTA Meetings School staff will promote visual ques throughout the building to reinforce character education
		PBIS team will facilitate a kickoff assembly to reinforce expectations and get students excited about PBIS monthly celebrations. PBIS Team will review building code of conduct with students, parents and staff The teachers and support staff will engage students in activities that help them identify the differences between conflict and bullying
September 2020	June 2021	Ongoing Parent Communication
September 2020	June 2021	The PBIS Team will continue to work collaboratively with classroom teachers to build on social emotional learning delivered weekly in the classrooms. SEL can be implemented during morning meetings or through course work in which one of the 5 pillars of social emotional learning (self-awareness, social awareness, relationship skills, self-management and responsible decision making) can be integrated into an academic lesson.
	June 2021	The School Guidance Counselors will continue to provide monthly social emotional lessons during media to all students based on the 5 pillars of social emotional learning.
	June 2021	Teachers will continue to receive ongoing professional development in DASA protocols and procedures as well as Tier I, II, and III protocols and interventions. These workshops will be provided by the PBIS team and will include review of current and past behavioral data, implementation of referral to PBIS team process, and discussion of behavior strategies that can be implemented for students in Tier I, II, and III.

September 2020	June 2021	The school leaders, PBIS team, and staff members will continually conduct data analyses (inclusive of assessments, DTSDE feedback, administrative walkthroughs, BOY to MOY DIBELS and iREADY, and suspension incidents). Data will be reviewed at the Beginning of the Year (September 2020), Middle of the Year (January 2020), and End of the Year (May 2021). In addition, the school staff will utilize curriculum and PLC meetings to develop strategies to enhance SEL lessons, discuss PBIS strategies, share relative data and modify action steps if necessary.
September 2020	June 2021	The staff will meet with parents throughout the school year to discuss PBIS protocols and promote students' social-emotional development.
September 2020	June 2021	The school staff will monitor the effectiveness of the PBIS strategies using the ODR tracking form and staff and will review the data as needed. The school leader will share the BOQ (Benchmark of Quality) survey results with staff.

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**
Survey Monkey	MOY Survey

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
January 2020	January 2020	Create and distribute MOY parent, student, staff survey

February 2021	March 2021	Parent meeting to share resources and strategies to be used with children at home
April 2021	April 2021	Character education/positive behavior role play incorporated into Spring Concert
May 2021	May 2021	By June 2021, the DTSDE Survey will reflect a ??% increase in students meeting the behavioral expectations as a result of increase implementation of Character Education and SEL implementation and parent meetings/awareness Create and distribute EOY parent, student, staff survey ss/engagement

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
Providing student supports during distance learning	Digital learning to support PBIS initiatives through Discovery Education while maintaining incentives to achieve desired goals of program i.e., PBIS students of the week, virtual shout outs, PBIS team will create virtual activities to be shared with teachers to use on digital platform	September 2020-June 2020
Reduce causes of problem behavior	Establish quarterly family engagement activities virtually	October 2020-June 2021

	Provide virtual incentives for students to engage in that would promote positive behavior initiatives	
	Create PBIS course in Schoology for staff to share resources	
	PBIS team will create a folder in Schoology for students to access PBIS related news and upcoming activities	
	MBK	
	SRO	
	Dare	
	Mentorship	
	Assemblies	
	Agency	
	Training - counselors	
	SEL teacher training/incorporate into lessons	September 2020-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.

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).