



2020-21 Modified School Comprehensive Education Plan (SCEP)

| District | School Name | Principal | Grades Served |
|--------------------------|-------------------------------|-------------------|---------------|
| South Huntington UFSD | Countrywood Primary Center | Mr. Mitchell Levy | K-2 |

Completing this Document

All schools completing this document will have five SCEP Goals:

Required:

1. ELA
2. Math
3. Survey

Based on Subgroup Identification Status:

4. English Language Proficiency (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal
5. Chronic Absenteeism (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal

2018-19 Accountability Data

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.

Elementary/Middle School Accountability Indicators

| 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 |
|----------------------------|---|----------------------|---|------------------------------------|---|---------------------------|
| Students with Disabilities | 1 | | 1 | 1 | | |
| | | | | | | |

High School Accountability Indicators- NA

| Subgroup | Composite Performance Achievement Level | Average of 4-, 5-, and 6-year Graduation Rate Levels | Combined Composite Performance Achievement and Graduation Rate Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level | College, Career, Civic Readiness (CCCR) Level |
|----------|---|--|--|------------------------------------|--|---------------------------|---|
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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, including challenges that have emerged as a result of COVID-19.
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, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.
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, including challenges that have emerged as a result of COVID-19 | 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, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19. | Step 5: Identifying a plan to communicate the priorities with different stakeholders |
|--|--|--|--|---|--|
| <i>Example: 11/6/20</i> | x | x | | | |
| 11/19, 11/23 (Principal interviews) | X | | | | |
| 11/20 and 11/21 (Parent interviews) | X | | | | |
| 12/1 (Classroom data) | X | | | | |
| 12/3 (data review) | X | | | | |

Stakeholder Participation

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|---------------------------------|---|---|---|---|---|
| 12/3 (teacher interview) | X | | | | |
| 12/2 | X | X | X | X | X |
| 12/7 | X | X | X | X | X |
| 12/10 | X | X | X | X | X |
| 12/18 | X | X | X | X | X |
| 12/22 | X | X | X | X | X |

TSI School Stakeholder Involvement

TSI Schools Only

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

| Stakeholder group | How the perspectives of this group have been incorporated into the SCEP |
|--|--|
| Teachers responsible for teaching each identified subgroup | Six teachers participated in all meetings, participated in teacher interviews, and submitted artifacts to help the committee understand how students are thinking about math and ELA |
| Parents with children from each identified subgroup | Five parents participated in the process. Two parents participated in all meetings, and two families (3 parents) participated in parent interviews. |
| Secondary Schools: Students from each identified subgroup | NA |

Stakeholder Involvement

Stakeholder Involvement

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.

| Stakeholder Name | Role | Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended) | | | | | | | | | | | | |
|--------------------|--|--|-------|-------|-------|-------|------|------|------|------|------|-------------------|---|---|
| | | 11/18 | 11/19 | 11/20 | 11/21 | 11/24 | 12/1 | 12/3 | 12/3 | 12/2 | 12/7 | 12/10,12/18,12/21 | | |
| Mitch Levy | Principal | X | X | | | X | X | X | | X | X | X | X | X |
| Mari Scardapane | Lead Reviewer – District Office | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Cynthia Quinlan | Asst. Supervisor, Special Education | | X | | | | | X | X | X | X | X | X | X |
| Cecilia Blanco | Coordinator, Bilingual Education and ENL | | | X | X | | X | X | X | X | X | X | X | X |
| April Poprilo | Assistant Superintendent | | | X | X | | X | | | X | X | X | X | X |
| Matt Krivoshey | Supervisor of Special Education | | | | | X | X | | X | X | X | X | X | X |
| Patricia Wilkinson | Curriculum Coach | X | | | | | X | | X | X | X | X | X | X |
| Melissa Sullivan | Teacher, Special Education | X | | | | | | | X | X | X | X | X | X |
| Alexis Madej | Teacher, Special Education | X | | | | | | | X | X | X | X | X | X |
| Heather Powers | Teacher, Special Education | X | | | | | | | X | X | X | X | X | X |
| Joanna Gray | Teacher, Special Education | X | | | | | | | X | X | X | X | X | X |
| Jessica Farmer | ENL Teacher | X | | | | | | | X | X | X | X | X | X |

Stakeholder Involvement

| | | | | | | | | | | | | |
|-------------------------|-----------------------|---|--|---|---|--|--|---|---|---|---|---|
| Jane Holmes | ENL Teacher | X | | | | | | X | X | X | X | X |
| Melina Pantina | Parent | | | | | | | | X | X | X | X |
| Amanda Pick | Parent | | | | | | | | X | X | X | |
| Ebelin Guillen | Parent | | | X | X | | | | | | | |
| Santos Vetelia | Parent | | | X | X | | | | | | | |
| Melendez | Parent | | | X | X | | | | | | | |
| Oscar Sorto | Deputy Superintendent | | | | | | | | X | | X | X |
| Joseph Centamore | Administrative Intern | | | | | | | | X | X | X | |
| Elizabeth Weis | | | | | | | | | | | | |

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 | Professional Development, Professional Learning Communities |
| SCEP Goal(s) this strategy will support | Math, ELA |

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

| | |
|--|---|
| Strategy Identified | |
| SCEP Goal(s) this strategy will support | |
| Clearinghouse used and corresponding rating | |
| <input type="checkbox"/> | What Works Clearinghouse |
| | <input type="checkbox"/> Rating: Meets WWC Standards Without Reservations |
| | <input type="checkbox"/> Rating: Meets WWC Standards With Reservations |
| <input type="checkbox"/> | Social Programs That Work |
| | <input type="checkbox"/> Rating: Top Tier |
| | <input type="checkbox"/> Rating: Near Top Tier |
| <input type="checkbox"/> | Blueprints for Healthy Youth Development |
| | <input type="checkbox"/> Rating: Model Plus |
| | <input type="checkbox"/> Rating: Model |

Evidence-based Intervention

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|--|--------------------------|-------------------|
| | <input type="checkbox"/> | Rating: Promising |
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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

Goal

Directions: The school will identify a quantitative goal based on local assessment data that the school deems would indicate that its improvement efforts have been successful. The goal can be specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available and 2020-21 Fall benchmark data is used instead, then what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year.

| Subgroup | Previous Data | 2020-21 End-of-the-Year Goal |
|----------------------------|--|---|
| <i>Ex. ALL</i> | <i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i> | <i>76% on-grade level</i> |
| Students with Disabilities | Fall 2020 IReady assessment: 16% at grade level | Spring 2021 IReady assessment: 20% on grade level |
| Students with Disabilities | iReady shows area of most difficulties are comprehension of informational text (75%) and phonics (70%) | Reduce the percentage of students struggling in these areas |
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Root Causes

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| What theories or hypotheses does the school have as to why the school has its current outcomes for ELA? |
| Recent changes in grade level placements and changes in curriculum have resulted in the need for professional development and other supports for teachers, parents and students. |
| Reading interventions and Phonics program have not been implemented with fidelity. |
| COVID has added additional difficulties as many students lost ground in spring; technology was not readily available to all students (this has since been remedied); there have been several periods this year where the building needed to shift to remote learning and others where individual classes had to shift. We anticipate these challenges may remain throughout this school year. |

Action Plan

| What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i> | | |
|---|---------|---|
| Start | End | Action |
| January | January | Administer i-Ready Winter Diagnostic Assessment |

ELA Goal

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|----------|---------|--|
| January | June | Instructional Leadership team organizes school wide instructional plan to include daily personalized instruction time for all students |
| January | June | Grade level coaches collaborate with teachers to review personalized instruction reports and provide support and feedback |
| January | January | Additional Sets of Fountas and Pinnell Classroom resources purchased for ICT and self-contained classrooms. |
| February | April | Develop and communicate parent video series and provide opportunities for parents to attend sessions that address specific strategies for literacy instruction in their home language. |
| February | May | Ongoing literacy PD continues with a focus on deepening teachers understanding of teaching in a workshop model focusing on mastery of standards with an emphasis on teaching strategies for comprehending informational text. |
| February | May | Grade level coaches collaborate with teachers to review/monitor students' progress and engagement and make adjustments to personalized learning plans based on student needs. |
| February | June | Grade-level teachers co-plan and implement differentiated lessons based on student work and assessment data. Revise unit plans to include strategies for comprehending informational texts. (Read Aloud, Shared Reading, Guided Reading, Independent Reading) |
| February | June | Targeted professional development in Foundations. |
| February | June | Grade level coaches collaborate with teachers to ensure that HW is regularly provided in Spanish. |
| February | June | After school tutoring program begins. |
| | | Work on aligning of internal assessment questions to that of state assessments. |
| February | June | Development of outdoor classrooms begins. |
| February | June | Establish Professional Learning Communities to share best practices, and explore materials in current curriculum. |
| February | June | Plan to celebrate student growth and progress |
| June | June | Principal, coaches and teachers review successes and needs of programs Make adjustments to curriculum calendar to address unfinished learning |
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Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

ELA Goal

| Evidence of Success | When the school would expect to reach this |
|--|--|
| 20% of students are showing improvement in Comprehension of Informational text as evidenced by Spring i-Ready data | May 2021 |
| 20% of students are showing improvement in Phonics as evidenced by Spring i-Ready data | May 2021 |
| The number of students performing at grade level on the full i-Ready assessment will increase 20% | May 2021 i-Ready Assessment |

Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. *This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.*

| Start | End | Action |
|---|--|--------|
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| Monitoring Success/Goals from Summer Efforts: What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success? | | |
| Evidence of Success | When the school would expect to see this | |
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Math Goal

Goal

Directions: The school will identify a quantitative goal based on local assessment data that the school deems would indicate that its improvement efforts have been successful. The goal can be specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available and 2020-21 Fall benchmark data is used instead, then what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year.

| Subgroup | Previous Data | 2020-21 End-of-the-Year Goal | | |
|--|--|--|--|---|
| <i>Ex. ALL</i> | <i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i> | <i>76% on-grade level</i> | | |
| Students With Disabilities | Fall 2020 i-Ready assessment: 8% at grade level | Spring 2021 i-Ready assessment: 10% at grade level | | |
| Students with Disabilities | <table border="1"> <tr> <td>i-Ready shows area of most difficulties are Geometry (73%) and Number and Operations (70%)</td> <td></td> </tr> </table> | i-Ready shows area of most difficulties are Geometry (73%) and Number and Operations (70%) | | Reduce the percentage of students struggling in these areas |
| i-Ready shows area of most difficulties are Geometry (73%) and Number and Operations (70%) | | | | |
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Root Causes

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| <p>What theories or hypotheses does the school have as to why the school has its current outcomes for Math?</p> <p>A change in math programs was implemented district wide. Teachers had to adjust to the new format of the program which was different from the previous program. There is a need for more professional development. Professional Development is underway, and there is a learning curve for teachers as well as for student caregivers.</p> <p>Inconsistent strategies not consistent across grade levels.</p> <p>COVID has added additional difficulties as many students encountered unfinished learning in the spring; technology was not readily available to all students (this has since been remedied); there have been several periods this year where the building needed to shift to remote learning and other times where individual classes had to shift. We anticipate these challenges may remain throughout this school year.</p> |
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Math Goal

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Action Plan

| What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i> | | |
|---|---------|---|
| Start | End | Action |
| January | January | Administer Winter i-Ready Diagnostic Assessment |
| January | January | Instructional Leadership team organizes school wide instructional plan to include daily personalized instruction time for all students |
| January | June | Teachers provide differentiated instruction using i-Ready data to plan instruction for individual students as well as small groups. Emphasis on Geometry and Numbers Operations. |
| January | June | Grade-level coaches collaborate with teachers to review personalized instruction reports to monitor student growth and provide support and feedback Utilize common formative assessments and student work to gain an understanding of student’s strengths and next steps and plan differentiated lessons for students. |
| February | April | Develop and communicate parent video series and provide opportunities for parents to attend sessions that address specific strategies for Ready Classroom Mathematics in their home language. |
| | | |
| February | May | Development of outdoor classroom begins |
| February | May | Establish Professional Learning Communities for teachers to share their ideas to enhance their teaching practice and explore resources in the new math curriculum. |
| February | June | Ongoing PD continues for Ready Classroom Mathematics with a focus on establishing teaching routines, using formative assessment data to plan instruction and monitor student progress using data reports from i-Ready. |
| ? | June | Students in a self-contained setting are given specialized interventions and support using a multisensory math program to address areas of weakness. This may include Do the Math Now (currently in the building), and Touch Math. |
| February | June | Grade level coaches work with teachers to ensure that homework is regularly provided in Spanish |
| February | June | Plan to celebrate student growth and progress |
| June | June | Principal, coaches and teachers review successes and needs of programs. Make adjustments to the curriculum calendars to address unfinished learning. |

Spring Benchmark

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|--|
| In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school’s efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like. |
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Math Goal

| Evidence of Success | When the school would expect to reach this |
|---|--|
| 20% of students are showing improvement in Geometry as evidenced by Spring iReady results | May |
| 20% of students are showing improvement in Numbers and Operations as evidenced by Spring iReady results | May |
| The number of students performing at grade level on the full IReady assessment will increase 20% | May |

Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. *This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.*

| Start | End | Action |
|---|--|--------|
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| Monitoring Success/Goals from Summer Efforts: What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success? | | |
| Evidence of Success | When the school would expect to see this | |
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Survey Goal

Survey Goal

Goal

Directions: Identify a survey question asked to either students, families, or staff at some point in 2020 that the school would like to improve the responses from that stakeholder group.

| Stakeholder Group | Survey Question | 2021 Target Responses | 2020 Results |
|-------------------|--|---|---|
| all | This school has enough programs that develop students' social and emotional skills, e.g., self-control, problem solving, getting along with others | 90% agree, with no one indicating they "don't know" | 85% agree (9% disagree and 6% don't know) |

Root Causes

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|--|
| What theories or hypotheses does the school have as to why the school received the survey results it received in 2020? |
| 1. SEL programs are new to the school/district and not yet formalized |
| 2. Equity workshops are a district priority, but have just begun |
| 3. Our increasingly diverse population bring specific opportunities and challenges; something as seemingly simple as students' and teachers' ability to properly pronounce many student names is a challenge |

Action Plan

| What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i> | | |
|---|----------------|--|
| Start | End | Action |
| Jan 6 | February | Raise awareness, school-wide, of the importance of respecting and honoring names (and student identity). Staff, including teachers, School psychologist and social worker Develop "Say My Name" program |
| January February | March March | Evaluate possibility of adding sound tab to Infinite Campus Student Records Implement IC sound tab (if not feasible through IC, use another option such as Google Classroom) |
| February | March | Teachers trained in program |
| February | March | Students trained in Program |
| April | June | Students and Teachers engaged in Program |
| January | June | District-wide Equity Program continues for all staff |
| February | June | SEL push in programs continue but become formalized |

Survey Goal

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|----------|------|---|
| February | June | SEL Goals/Skills and "Say My Name" program communicated with parents on school website and newsletter |
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Spring Benchmark

| | |
|--|---|
| In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like. | |
| Evidence of Success | When the school would expect to reach this |
| Students and teachers will call each other by name using correct pronunciation 90% of the time. | May, 2021 |
| | |
| | |

Summer Implementation (optional)

| | | |
|---|---|---------------|
| In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i> | | |
| Start | End | Action |
| | | |
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| Monitoring Success/Goals from Summer Efforts: What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success? | | |
| Evidence of Success | When the school would expect to see this | |
| | | |
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| | | |

ELP or School-Selected

Goal

Directions: This goal is required for all schools that had an identified subgroup receive a Level 1 for ELP in 2018-19. The ELP goal can be replaced with a School-Selected goal if none of the identified subgroups received a Level 1 for ELP.

The school will identify a quantitative goal based on local data that the school deems would indicate that its improvement efforts have been successful.

- For schools developing an ELP goal, the goal should be based on data pertaining to students that will take the NYSELAT exam in Spring 2021.
- For schools developing a school-selected goal, the school can use local data specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available, the school can use either 2020-21 Fall benchmark data or average monthly data from 2019-20 or 2020-21. If Fall benchmark data is used, what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year. If average monthly data is being used (e.g. # of office referrals), then the school should develop a goal for the month of May.

| Subgroup | Previous Data | 2020-21 End-of-the-Year Goal |
|--|--|---|
| <i>Ex. ALL</i> | <i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i> | <i>76% on-grade level</i> |
| ELLs who are also students with disabilities | 27% met their growth goal on the ELA i-Ready assessment | 35% will meet their growth goal on the ELA i-Ready Assessment |
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Root Causes

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|--|--|
| What theories or hypotheses does the school have as to why the school has its current outcomes for this data? | Is this specific to certain sections of the school (grade/content area?) |
| ELLs who are also students with disabilities have often been pulled for services. The goal to continue to strengthen the co-teaching model and provide more cohesive instruction. | ELLs who also have a disability |
| | ELLs who also have a disability |

ELP or School-Selected Goal

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|--|--|
| NYSESLAT data point to the need to improve listening and reading comprehension, both reflecting deficits in vocabulary knowledge for this subgroup. | |
| | |

ELP or School-Selected Goal

Action Plan

| What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i> | | |
|---|----------|---|
| Start | End | Action |
| January | June | Teachers will work with parents to ensure there is a strong understanding of the IEP goals and the ways progress toward those goals will be measured. |
| January | January | Administer i-Ready Winter Diagnostic Assessment |
| January | February | Refocus on individual learning plans based on i-Ready winter results |
| January | June | Teachers begin assigning increased percentage of vocabulary lessons Develop a more cohesive pull-out/push in plan based on the language needs and on each students' IEP for classroom instruction, integrated ENL and Stand-Alone ENL. PLC to better coordinate instruction (ENL teachers and Special education teachers. May include guidance of RBERN resource specialist). |
| | | Create cohesive instructional plans based on language and IEP needs for each student. Identify vocabulary and language patterns to focus on. |
| February | May | Parent training. Workshop model: "I do, You do" (parent-child workshops) |
| February | June | Staff, including teachers, school psychologist and social workers develop "Say My Name" program (see also under "Survey" goal). Program implemented |
| June | June | Review effectiveness of plans |
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Spring Benchmark

| In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like. | |
|--|--|
| Evidence of Success | When the school would expect to reach this |
| Increased number of students will meet or exceed their growth projection | Spring i-Ready assessment - May |

Chronic Absenteeism or School-Selected Goal

Goal

Directions: This goal is required for all schools that had an identified subgroup receive a Level 1 for Chronic Absenteeism in 2018-19. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required. The Chronic Absenteeism goal can be replaced with a School-Selected goal if none of the identified subgroups received a Level 1 for ELP.

The school will identify a quantitative goal based on local data that the school deems would indicate that its improvement efforts have been successful.

- For schools developing a Chronic Absenteeism goal, the goal should be based on limiting Chronic Absenteeism so that the school does not exceed the percent identified as the subgroup’s 2020-21 school-specific Chronic Absenteeism Measure of Interim Progress (MIP) by the end of the year.
- For schools developing a school-selected goal, the school can use local data specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- For school’s developing a Chronic Absenteeism goal, use the percent of students identified as Chronically Absent in 2018-19.
- If end-of-the-year data is not available, the school can use either 2020-21 Fall benchmark data or average monthly data from 2019-20 or 2020-21. If Fall benchmark data is used, what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year. If average monthly data is being used (e.g. # of office referrals), then the school should develop a goal for the month of May.

| Subgroup | Previous Data | 2020-21 End-of-the-Year Goal |
|----------------|--|--|
| <i>Ex. ALL</i> | <i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i> | <i>76% on-grade level</i> |
| all | School has made it clear to my child what he/she should do if there is an emergency during the school day. 6% don’t know | The number who disagree will be reduced to 0% because the School’s goal will be to enhance communication and collaboration with all stakeholders. |
| all | 18% of teachers disagree with the statement, “Administrators involve staff in decision-making” | The number who disagree will be reduced to 12% because the School’s goal will be to enhance communication and collaboration with all stakeholders. |
| | | |

Chronic Absenteeism or School-Selected Goal

Root Causes

| | |
|--|--|
| What theories or hypotheses does the school have as to why the school has its current outcomes for this data? | Is this specific to certain sections of the school (grade/content area?) |
| Staff and parents may be overwhelmed by the frequency and amount of current communication. | |
| | |
| | |

Action Plan

| What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i> | | |
|---|---------------|--|
| Start | End | Action |
| January | January | Survey parents and staff regarding most effective way to reach them with information that is school related rather than district related. e.g., school newsletter, school website, text message, email, phone message, social media, etc. Include questions |
| January March | June March | Begin communication based on results of survey Midpoint parent survey |
| January | January | Survey teachers regarding specific areas they where they would like to be involved in decision making. E.g., curriculum, curriculum calendar, grading, materials, discipline policies, etc. |
| January | June | Where feasible, begin to incorporate teachers' voices in decision making process for each of the above. |
| March | March | Midpoint teacher survey |
| June | June | Spring Survey |
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Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date.

- For schools developing a Chronic Absenteeism goal, the Spring Benchmark should align to the end of the 3rd marking period and should represent the percent of students that have missed more than 10% of instructional days at that point. The spring benchmark would need to be equal to or below the school's end-of-year Chronic Absenteeism goal. For example, if a school had a goal of not exceeding 18% Chronically Absent, and it had 20% of its students as Chronically Absent at the end of the 3rd quarter, the school would be off track. In this

Chronic Absenteeism or School-Selected Goal

| <p>example, the school would need to have its goal be less than or equal to 18% chronically absent at the end of the 3rd marking quarter.</p> <ul style="list-style-type: none"> For school-selected goals, this can be quantitative data or qualitative descriptors of what success would look like. | |
|---|---|
| Evidence of Success | When the school would expect to reach this |
| <p>Teachers, parents and administrators will collaborate to communicate the school emergency plan. As a result, all parents would be aware of what their child is expected to do.</p> | <p>Survey results in Spring will show all parents know what their child is expected to do, and that all children know what they are expected to do.</p> |
| | |
| | |

Chronic Absenteeism or School-Selected Goal

Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. *This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.*

| Start | End | Action |
|-------|-----|--------|
| | | |
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Monitoring Success/Goals from Summer Efforts: What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?

| Evidence of Success | When the school would expect to see this |
|---------------------|--|
| | |
| | |
| | |
| | |

Submission Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3. The SCEP will be implemented no later than the first day of student attendance in January 2021.
4. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

TSI Schools: The plan 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).