



# 2020-21 Modified School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Clinton CSD	Clinton Middle School	Dr. Shaun Carney	6-8

## 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 w/Disabilities	2	1	1	N/A	1	3

### High School Accountability Indicators

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

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes, 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>Ex 11/6/20</i>	x	x			
11/30/20	x				
12/2/20	x				
12/3/20	x				
12/7/20	x	x	x		
12/8/20	x	x	x		
12/9/20	x	x	x		
12/10/20	x		x	x	
12/14/20	x	x	x		x

Stakeholder Participation

12/17/20	Postponed - Snow Day				
12/21/20	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.

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	District Leadership Team, MS School Leadership Team, Classroom Visitations (F2F & Virtual), Interviews
Parents with children from each identified subgroup	MS School Leadership Team, Interviews
Secondary Schools: Students from each identified subgroup	MS School Leadership Team, Classroom Visitations (F2F, Virtual), Interviews

## SCEP Stakeholders Meetings

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									
		11/30/20	12/2/20	12/3/20	12/7/20	12/8/20	12/9/20	12/10/20	12/14/20	12/21/20	
<b>Dr. Stephen Grimm</b>	Superintendent	x	x	x				x	x	x	
<b>Debora Van Slyke</b>	Director of Curriculum & Instruction, Lead Reviewer, Facilitator	x	x	x	x	x	x	x	x	x	
<b>Kathy Fonda</b>	Director of Pupil Personnel Services	x	x	x				x	x	x	
<b>Erica Shaw</b>	Board of Education	x	x					x			
<b>Sue Synakowski</b>	OHM BOCES Consultant	x	x	x	x	x	x	x	x	x	
<b>Ann Turner</b>	OHM BOCES Consultant	x	x	x				x	x		
<b>Dr. Shaun Carney</b>	Clinton MS Principal	x	x	x	x	x	x	x	x	x	
<b>Ellen Leuthauser</b>	Clinton ES Principal	x	x								
<b>Amie Johnson</b>	PDC Coordinator		x					x			
<b>Kelly Gehring</b>	MS ELA Teacher	x	x	x	x	x		x	x	x	
<b>Adriane Gemelli</b>	MS Math Teacher	x	x	x	x	x		x	x	x	
<b>Michelle Taranto</b>	MS Special Education Teacher	x	x	x	x	x		x	x	x	
<b>Karen Romano</b>	HS ELA Department Chair	x	x					x			
<b>Michele Dunn</b>	HS Math Department Chair	x	x					x			
<b>Christine Carbone</b>	HS Special Education Chair	x	x					x			
<b>Laura Baye-Broccoli</b>	Elementary Reading Specialist	x	x					x			
<b>Kelly Landry</b>	Elementary ELA Chair	x	x					x			
<b>Tammy Mickle</b>	Elementary Math Chair	x	x					x			
<b>Judith Scoones</b>	7th Grade Co-Team Leader			x					x	x	
<b>John King</b>	7th Grade Co-Team Leader, CTA			x					x	x	
<b>Phyllis Lopicollo</b>	MS ELA Teacher			x		x			x	x	
<b>Danielle Tesak</b>	MS Guidance Counselor			x					x	x	
<b>Gretchen Grimm</b>	MS Student - Gr 8			x	x				x	x	
<b>Gideon Dreier</b>	MS Student - Gr 8			x	x				x	x	
<b>Lees Divine</b>	MS Student - Gr 8			x	x						
<b>Anthony Kingsley</b>	MS Student - Gr 8			x							

### SCEP Stakeholders Meetings

<b>Brandon Hanson</b>	MS Student - Gr 7									
<b>Ryder Stilz</b>	MS Student - Gr 7			x	x				x	x
<b>Audrina Kingsley</b>	MS Student - Gr 6									
<b>Andrew Bashant</b>	MS Student - Gr 6				x				x	x
<b>Meredith Madden</b>	MS Parent			x	x					
<b>Susanne Divine</b>	MS Parent			x	x					
<b>Denise Jassak</b>	MS Parent			x					x	
<b>Stacy Butcher</b>	MS Parent			x	x				x	x
<b>Stehli Krause</b>	MS Parent			x	x				x	x
<b>Laura Copperwheat</b>	MS Parent			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:

**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.

### **X** 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:

<b>Strategy Identified</b>	<b>Instructional Coach, Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA, Math, Course Failure Reduction, 2 Survey Goals

### 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:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Clearinghouse used and corresponding rating</b>	
<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>	



## Evidence-based Intervention

<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	
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# 1. 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>
All Students	In the fall of 2020, <b>49.6% (121/244)</b> of all students were reading on or above grade-level as measured by the i-Ready Diagnostic data.  <i>Note that the participation rate was 244/279 = 87.5%</i>	By the end of the third quarter, <b>58.1% (142/244)</b> of all students will be reading on or above grade-level as measured by the i-Ready Diagnostic data.  <i>Note that the goal will be adjusted to reflect 100% participation. i.e. 58.1% of 279 = 162...162/279 = 58.1%</i>
SWD	In the Fall of 2020, <b>21.7% (5/23)</b> of all students were reading on grade-level as measured by the i-Ready Diagnostic data.  <i>Note that the participation rate was 23/27 = 85.2%</i>	By the end of the third quarter, <b>30.4% (7/23)</b> of all students will be reading on grade-level as measured by the i-Ready Diagnostic data.  <i>Note that the goal will be adjusted to reflect 100% participation. i.e. 30.4% of 27 = 8 ....8/27 = 30.4%</i>

## Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?
There is a lack of alignment between the taught curriculum and the tested curriculum because there is a gap in the prioritization & alignment with NYS Next Generation ELA Standards.
There is a lack of consistent and aligned vertical curriculum in reading and writing in grades 6-8.
Reading data (i-Ready) indicates that a significant population is reading below grade level due to lack of explicit reading instruction.
There is a lack of Grades 6-8 ELA benchmark assessments for Reading and Writing, and the subsequent systemic multi-tiered Response to Intervention services for students not performing satisfactorily.

## ELA Goal

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? ( <i>add additional rows as needed</i> ).		
Start	End	Action
Jan 2021	June 2021	All students will engage in the utilization of i-Ready ELA Personalized Instructional Activities as facilitated and monitored by school personnel.
Jan 2021	Mar 2021	Teachers will participate in i-Ready professional development as it relates to student i-Ready engagement strategies, review & use of instructional data to inform instruction, growth, etc.
Jan 2021	June 2021	Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies, and to document areas of Improvement, goals, and plans for reaching those goals. Dates and meeting minutes will be shared with the principal.
Jan 2021	June 2021	Principal will monitor by reviewing meeting minutes of PLCs and common planning time meetings.
Feb 2021	June 2021	Development & Implementation of Benchmark Assessments
Feb 2021	June 2021	Study how student data should be compiled and shared for all teachers to inform instruction.
Feb 2021	Aug 2021	Study and implement professional development related to: <ul style="list-style-type: none"> <li>• Danielson 3b - Using Questioning &amp; Discussion Techniques (Critical Thinking &amp; Deeper Learning, Reasoning &amp; Reflection, Student Participation).</li> <li>• Danielson 3c - (Rich Learning Experiences, Collaboration &amp; Teamwork, Use of Instructional Materials &amp; Resources, Opportunities for Thinking &amp; Reflection). <a href="#"><i>The Framework for Remote Learning</i></a>, Danielson Group</li> </ul>
March 2021	May 2021	Study how to provide targeted reading intervention to students below grade level.
April 2021	May 2021	Conduct a Textbook/Instructional Resources Review & Recommendation for Final Adoption.
July 2021	Aug 2021	Teachers will participate in professional development: "Building Capacity" - Unpacking & Prioritize Key standards.
July 2021	Aug 2021	Teachers will continue to prioritize, revise & align curriculum with NYS Next Generation ELA Standards.
July 2021	Aug 2021	District will conduct a curriculum audit to determine prioritization & alignment of adopted curriculum and the NYS Next Generation ELA standards.

### 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
Increase in the utilization rates of i-Ready ELA Personalized Instructional Activities.	April 2021
Development & Implementation of Benchmark Assessments with 100% participation.	Winter diagnostic will be given and analyzed

ELA Goal

Teachers will continue to prioritize, revise & align curriculum with NYS Next Generation ELA. Provide professional development: “Building Capacity” - Unpacking & prioritize Key standards.	Ongoing PD through Aug 2021
Study how to provide targeted reading intervention to students below grade level.	May 2021
Conduct a Textbook/Instructional Resources Review & Recommendation.	May 2021 - recommendation and board adoption of materials
Study and implement professional development related to: <ul style="list-style-type: none"> <li>• Danielson 3b - Using Questioning &amp; Discussion Techniques (Critical Thinking &amp; Deeper Learning, Reasoning &amp; Reflection, Student Participation).</li> <li>• Danielson 3c - (Rich Learning Experiences, Collaboration &amp; Teamwork, Use of Instructional Materials &amp; Resources, Opportunities for Thinking &amp; Reflection).</li> </ul>	Summer 2021 Curriculum & Instruction Catalog

Summer Implementation (optional)

<p>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></p>		
Start	End	Action
July 21	Aug 21	12 day Reading and Writing Enrichment Program Summer Camp - 3 wk M-Th
<p><b>Monitoring Success/Goals from Summer Efforts:</b> 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?</p>		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
5% increase in i-Ready ELA Diagnostic Growth Score and percent reading at grade level.		Fall 2021

## 2. 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>
All Students	In the Winter 2019-2020, <b>42% (100/237)</b> of all students performing on or above grade-level as measured by the <b><i>i-Ready Math</i></b> Diagnostic data.  <i>Note that i-Ready Math was not available this fall due to the transition to SuccessMaker this fall 2020. Therefore, the most relevant baseline will be last school year’s i-Ready data.</i>	By the end of the third quarter, <b>52% (123/237)</b> of all students will be on or above grade-level as measured by <b><i>SuccessMaker Math</i></b> data.  <i>Note that the goal will be adjusted to reflect 100% participation.</i>  <i>Also, the nature of using a different benchmark system will be taken into consideration when measuring progress.</i>
SWD	In the Winter 2020, <b>8.6% (3/35)</b> of all students were performing on or above grade-level as measured by the <b><i>i-Ready Math</i></b> Diagnostic data.  <i>Similar notes as indicated above.</i>	By the end of the third quarter, <b>15% (6/35)</b> of all students will be performing on or above grade-level as measured by the <b><i>SuccessMaker Math</i></b> data.  <i>Similar notes as indicated above.</i>

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?
There is a lack of alignment between the taught curriculum and the tested curriculum because there is a gap in the prioritization & alignment with NYS Next Generation Math Standards.
There is a lack of consistent and aligned vertical curriculum in mathematics in grades 6-8 and Algebra I (8H).
Math data (i-Ready) indicates that a significant population is below grade level due to a lack of explicit math instruction & gradual release of responsibility.
There is a lack of Grades 6-8 Benchmark Assessments in Math 6-8 and Algebra I (8H), and the subsequent systemic multi-tiered Response to Intervention services for students not performing satisfactorily.

## Math Goal

Students are unable to independently complete multi-step problems, including explaining their answers, because of inconsistency in instructional approaches.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 2021	June 2021	All students will engage in the completion of SuccessMaker Math (gr 6-8 Math & Alg 1) Personalized Instructional Activities as facilitated and monitored by school personnel.
Jan 2021	June 2021	Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies, and to document areas of Improvement, goals, and plans for reaching those goals. Dates and meeting minutes will be shared with the principal.
Jan 2021	June 2021	Principal will monitor by reviewing meeting minutes of PLCs and common planning time meetings.
Jan 2021	June 2021	Implementation of enVision Math, Algebra 1 & SuccessMaker in grades 6-8 with fidelity.
Jan 2021	June 2021	Schedule PD through SAVVAS training to include: <ul style="list-style-type: none"> <li>● Scaffold accommodations &amp; modifications across all grade levels to increase independence and align with state assessments</li> <li>● Effective use of the digital resources,</li> <li>● Maximization of instructional tools,</li> <li>● Job-embedded coaching, project-based learning to enhance “productive struggle” &amp; conceptual understanding.</li> </ul>
Feb 2021	June 2021	Development & Implementation of Math Benchmark Assessments
Feb 2021	Aug 2021	Study and implement professional development related to: <ul style="list-style-type: none"> <li>● Danielson 3b - Using Questioning &amp; Discussion Techniques (Critical Thinking &amp; Deeper Learning, Reasoning &amp; Reflection, Student Participation).</li> <li>● Danielson 3c - (Rich Learning Experiences, Collaboration &amp; Teamwork, Use of Instructional Materials &amp; Resources, Opportunities for Thinking &amp; Reflection).</li> </ul>
May 2021	Aug 2021	Provide professional development: “Building Capacity” - Unpacking & Prioritize Key standards.
July 2021	Aug 2021	District will conduct a curriculum audit to determine prioritization & alignment of the adopted curriculum and the NYS Next Generation Math Standards.
July 2021	Aug 2021	Teachers will continue to prioritize, revise & align curriculum with NYS Next Generation Math Standards.

## Math Goal

### 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
100% utilization rates of SuccessMaker Math for grades 6-8 & Alg 1(8H) Personalized Instructional Activities.	April 2021
100% implementation of enVision Math & SuccessMaker with fidelity for grades 6-8 and Algebra 1 (8H).	February 2021
Drafts of Math Benchmark Assessments schedule created.	February 2021
Schedule PD through SAVVAS training to include: <ul style="list-style-type: none"> <li>● Scaffold accommodations &amp; modifications across all grade levels to increase independence and align with state assessments</li> <li>● effective use of the digital resources,</li> <li>● maximization of instructional tools,</li> <li>● job-embedded coaching, project-based learning to enhance “productive struggle” &amp; conceptual understanding.</li> </ul>	April 2021
Study and implement professional development related to: <ul style="list-style-type: none"> <li>● Danielson 3b - Using Questioning &amp; Discussion Techniques (Critical Thinking &amp; Deeper Learning, Reasoning &amp; Reflection, Student Participation).</li> <li>● Danielson 3c - (Rich Learning Experiences, Collaboration &amp; Teamwork, Use of Instructional Materials &amp; Resources, Opportunities for Thinking &amp; Reflection).</li> </ul>	June 2021
Teachers will continue to prioritize, revise & align curriculum with NYS Next Generation Math. Provide professional development: “Building Capacity” - Unpacking & Prioritize Key standards	July-Aug 2021
District will conduct a curriculum audit to determine prioritization & alignment of adopted curriculum and the NYS Next Generation Math standards.	August 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
July 21	Aug 21	12 day Math Enrichment Program Summer Camp - 3 wk M-Th
<b>Monitoring Success/Goals from Summer Efforts:</b> 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	
5% increase in SuccessMaker Diagnostic Growth Score and percent achieving at or above grade level.	Fall 2021	

## Survey Goal

### 3. Survey Goal #1 - School to Home Communication/Support

*("Continuous School Improvement Questionnaire" - Education for the Future)*

#### Goal - (2nd goal -- pp.21)

**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
Students	"I have support for learning at home."	The response value for the question "I have support for learning at home." will increase.	4.0 - "I have support for learning at home."
Staff	"I communicate with parents often about class activities."  "I communicate with parents often with parents about their child's progress."	The response value for the question "I communicate with parents often about class activities." will increase.  The response value for the question "I communicate with parents often with parents about their child's progress." will increase.	3.5 "I communicate with parents often about class activities."  4.2 - "I communicate with parents often with parents about their child's progress."
Parents	"My child's teacher helps me help my child at home."  "I am informed of my child's progress."  "I know what my child's teacher expects of my child."	The response value for the question "My child's teacher helps me help my child at home." will increase.  The response value for the question "I am informed of my child's progress." will increase.  The response value for the question "I know what my child's teacher expects of my child." will increase.	3.2 - "My child's teacher helps me help my child at home."  3.6 - "I am informed of my child's progress."  3.5 - "I know what my child's teacher expects of my child."

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the survey results it received in 2020?
COVID-related need to transition to remote & hybrid learning
Consistency in home to school communication practices
The challenge of providing ongoing communication regarding student learning between teachers and students.
The challenge of providing ongoing communication regarding student learning between teachers and parents.



## Survey Goal

Google Classroom can be a challenge to navigate for parents, students -- organizational strategies

### Action Plan

What will the school do for the remainder of the school year to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan 2021	March 2021	Debrief and PD with Effective Schools for the Future (Survey Organization) based on the survey question goals.
Jan 2021	April 2021	Faculty & administration use of ParentSquare/email to increase classroom to home communication. <ul style="list-style-type: none"> <li>• reminders to complete missing assignments, tests and quiz corrections to raise grades</li> </ul>
Jan 2021	April 2021	Identify the best ways to inform parents of expectations: Google Classroom - parents invited into
Jan 2021	April 2021	Faculty, administration & student use of StudentSquare to increase classroom/school to student communication.
Jan 2021	April 2021	Faculty, administration, family & students - increase learning about the effective use of the SchoolTool Student & Parent Portal.
Feb 2021	April 2021	Parent University Sessions or bulletins that help parents understand how to use tools such as Buzz, Google Classroom, SchoolTool, ParentSquare in an effort to answer frequently asked questions such as: <ul style="list-style-type: none"> <li>• When is the test? - notifications through ParentSquare</li> <li>• How can I help my child study?</li> <li>• What assignments are missing?</li> <li>• When are they due?</li> <li>• Students are not necessarily telling parents the truth</li> <li>• How to tidy up or organize Google Classrooms to be more parent-friendly - i.e. share best practices/snapshot check</li> </ul>
Feb 2021	March 2021	Consider mandatory use of ParentSquare and StudentSquare and student emails when engaged in remote and in-person learning.
Feb 2021	March 2021	Investigate how students are off the grid but on the grid? i.e. home computer - syncing...use of Go Guardian.
May 2021	June 2021	Education for the Future - Continuous School Improvement Questionnaire will be administered to Students, Staff & Community - results will be used to inform evidence of success & planning for the 2021-2022 SCEP.
July 2021	August 2021	ClassLink One Roster for GoGuardian
July 2021	August 2021	Continue to ClassLink One Roster all digital Instructional Resources.

### 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
ParentSquare Dashboard data will be analyzed to determine participation and interaction rates, number of classroom and school posts, and other relevant data that indicates increased utilization.	March 2021

## Survey Goal

Parent University sessions will be developed and implemented.	March 2021
75% of teachers, students and parents will be active on ParentSquare.	March 2021
Results from Education for the Future - Continuous School Improvement Questionnaire results Students, Staff & Community demonstrate an increase in communication between school & home.	June 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. *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
<b>Monitoring Success/Goals from Summer Efforts:</b> 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?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>

## 4. School-Selected - Course Failure Reduction

### 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 NYSESLAT 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>
<b>ALL</b>	In the Fall 2020 1st Marking Period, <b>20% (56/279)</b> of all students were failing one or more of either ELA and/or Math as per their course average.	By the end of the 3rd Marking Period - April 2021, <b>10% (28/279)</b> of all students will be failing one or more of either ELA and/or Math as per their course average.
<b>SWD</b>	In the Fall 2020 1st Marking Period, <b>22.2% (6/27)</b> of all students were failing one or more of either ELA and/or Math as per their course average.	By the end of the 3rd Marking Period - April 2021, <b>11.1% (3/27)</b> of all students will be failing one or more of either ELA and/or Math as per their course average.

### Root Causes

What <b>theories or hypotheses</b> 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?)
There is a lack of consistent school to home communication.	All levels
There is a lack of consistent teacher to student communication.	All levels
Consistency in how homework is graded?	All levels
Reduction in student emotional well-being due to remote learning and other COVID related issues.	All levels
Are students provided consistent opportunities for practice and productive feedback?	All levels

## ELP or School-Selected Goal

Lack of valid and reliable formative and summative assessments that are aligned to the NYS Next Generation Learning Standards.	All levels
Grading processes that are not aligned to reflect student learning and could be skewed toward participation or other factors that increase equity issues i.e. lack of support at home, access to technology etc.	All levels
Lack of opportunities to receive consistent and timely academic intervention services from teachers (Tier 1) and systematically (Tier 2)	All levels
Lack of clear expectations & transition of the Resource Room & Learning Center to a skill based instructional learning environment & not homework help	All levels
Lack of clear expectations of the RtI process/AIS - especially Tier 1 Interventions at the classroom level	All levels

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? ( <i>add additional rows as needed</i> )		
Start	End	Action
Feb 2021	April 2021	Establish clear expectations of the RtI process/AIS - especially Tier 1 Interventions at the classroom level.
Feb 2021	April 2021	Establish clear expectations & transition of the Resource Room & Learning Center to a skill-based instructional learning environment & not homework help.
Feb 2021	August 2021	Study how student data should be compiled and shared for all teachers to inform instruction.
Feb 2021	April 2021	Scaffold accommodations and modifications across all grade levels to increase independence and align with state assessments.
Feb 2021	August 2021	Student Early Warning/Intervention Systems for Potential Selection and Implementation.

### 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
Establish clear expectations of the RtI process/AIS - especially Tier 1 Interventions at the classroom level.	- Work group formed Feb 2021 - Draft documents completed by May 2021
Study how student data should be compiled and shared for all teachers to inform instruction.	June 2021
Establish clear expectations & transition of the Resource Room & Learning Center to a skill based instructional learning environment & not homework help.	- Work group formed Feb 2021 - Draft documents completed by May 2021
Scaffold accommodations and modifications across all grade levels to increase independence and align with state assessments.	- Work group formed Feb 2021 - Draft documents completed by May 2021

ELP 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

**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

## 5. School-Selected: Survey Goal #2 - Student Engagement -- (“Continuous School Improvement Questionnaire” - Education for the Future)

### 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.

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
All Students	“I have fun learning.”	The response value for the question “I have fun learning.” will increase.	3.5 - “I have fun learning.”
Staff	“I feel that learning is fun at this school.”	The response value for the question “I feel that learning is fun at this school.” will increase.	3.9 - “I feel that learning is fun at this school.”

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the survey results it received in 2020?
Transitions in instructional strategies & student learning opportunities as a result of COVID-19 -- Remote & hybrid learning.

## Chronic Absenteeism or School-Selected Goal

Are we engaging/providing students with opportunities to reflect, reason, and explain their thinking by asking and answering questions and engaging in dialogue with others?
Are we providing learning experiences that give each student the opportunity to do the learning and engage in ways that are challenging, authentic, and relevant?
The challenge of providing ongoing individualized communication regarding student learning between teachers and students.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 2021	May 2021	Schedule Debrief and PD with Effective Schools for the Future (Survey Organization) based on the survey question goals.
Jan 2021	May 2021	Middle School faculty, administration & staff use of ParentSquare & <b>StudentSquare</b> to increase classroom/school to student communication. <i>(student engagement)</i>
Jan 2021	Feb 2021	Students will complete an anonymous survey about their overall school experiences in the past and activities/techniques past teachers may have done in lessons that students found most or least helpful.
Jan 2021	June 2021	Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies, and to document areas of Improvement, goals, and plans for reaching those goals. Dates and meeting minutes will be shared with the principal.
Jan 2021	June 2021	Principal will monitor by reviewing meeting minutes of PLCs and common planning time meetings.
Feb 2021	August 2021	Study and implement professional development related to: <ul style="list-style-type: none"> <li>• Danielson 3b - Using Questioning &amp; Discussion Techniques (Critical Thinking &amp; Deeper Learning, Reasoning &amp; Reflection, Student Participation)</li> <li>• Danielson 3c - (Rich Learning Experiences, Collaboration &amp; Teamwork, Use of Instructional Materials &amp; Resources, Opportunities for Thinking &amp; Reflection).</li> </ul>
May 2021	June 2021	Education for the Future - Continuous School Improvement Questionnaire will be administered to Students, Staff & Community.

### 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
80% increase in classroom/school to student communication as evidenced by increased use of ParentSquare & StudentSquare.	April 2021
Development of and administration of a June 2021 anonymous survey of students' overall school experiences: reflection of activities/techniques teachers	June 2021

Chronic Absenteeism or School-Selected Goal

may have done in lessons that students found most or least helpful (Jan-June 2021)	
Education for the Future - "Continuous School Improvement Questionnaire" results Students, Staff & Community will demonstrate an increase in responses to: Students: <b>"I have fun learning."</b> and Staff: <b>"I feel that learning is fun at this school."</b>	June 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. *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
<b>Monitoring Success/Goals from Summer Efforts:</b> 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?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>



## Submission Assurances

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

1. **X** 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. **X** 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. **X** The SCEP will be implemented no later than the first day of student attendance in January 2021.
4. **X** 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).