



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

# 2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Newburgh Enlarged City School District	GAMS	Una Miller	K - 5

## 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. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

### Elementary and Middle 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
Multiracial 2018-19 ESSA Wkbk	Level 1	Level 1	Level 1			
Multiracial 2019-20 ESSA Wkbk	Level 1	Level 3	Level 2			Level 2

### HS 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
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 identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
6/2/20					
6/4/20					
6/10/20					
6/11/20	X	X			
6/16/20	X	X			
6/18/20	X	X			
7/2/20				X	X
7/9/20				X	X
7/10/20			X	X	
7/16/20				x	

Stakeholder Participation

<b>7/28/20</b>					X
<b>8/6/20</b>		X		X	X
<b>8/11/20</b>		X		X	X
<b>8/12/20</b>		X		X	X
<b>8/21/20</b>		X			

**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	Members of the SLT represent this stakeholder group (ex: Reading Specialist, Classroom Teacher, and Special Education Teacher).
Parents with children from each identified subgroup	Administration will share the SCEP with families for reflection and feedback via live Google Meet.
Secondary Schools: Students from each identified subgroup	N/A

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)																Signature
		6/02	6/04	6/10	6/11	6/16	6/18	7/02	7/09	7/10	7/16	7/28	8/6	8/11	8/12	8/21		
Una Miller	Principal	x	x	x	x	x	x	x	x	x		x		x	x		<i>On file</i>	
Jeanette Logerfo	Assistant Principal	x	x	x	x	x	x	x	x	x	x	x	x					
Claudine Mazza	Teacher/NTA Head Delegate	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Alyssa Anderson	Teacher	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Carolyn Evans	Teaching Assistant	x	x	x	x	x	x	x	x	x	x	x	x		x	x		
Megan Mata	Teacher	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x		
Christina Cloidt	NECSD Director of Instructional Support Services	x	x	x	x	x	x	x	x	x								
Tara Marshall	Principal, Pre-K Center at Gidney Avenue	x	x	x	x	x	x	x										

## Evidence-Based Intervention

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

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

**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:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	

**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

## Evidence-based Intervention

**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	Accountable Independent Reading
SCEP Goal(s) this strategy will support	Tenet 4
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	<a href="https://www.hmhco.com/~media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh_independent_reading_libraries2.pdf?la=en">https://www.hmhco.com/~media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh_independent_reading_libraries2.pdf?la=en</a>
	<a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&amp;context=etd</a>
	<a href="https://www.americanreading.com/documents/fcrr-report.pdf">https://www.americanreading.com/documents/fcrr-report.pdf</a>
	<a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&amp;context=etd</a>
	<a href="https://www.americanreading.com/documents/fcrr-report.pdf">https://www.americanreading.com/documents/fcrr-report.pdf</a>

Tenet 1 or Tenet 2 Goal

Tenet 1 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
1D Attendance	Proactive Emphasis	By the end of the school year, 25/29 classes will be tracking attendance daily for the purpose of recognizing improved and good (95%-100%) attendance monthly, as measured by standard monthly tracking sheets that will lead to a 3% increase in school-wide average daily attendance.	92.51% average daily attendance (as of 3/13/20)  2018-2019 EOY 92.36%

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. Regular recognition to students who have good or improved attendance has not been individualized.	No - all included
2. While the school was focusing on chronic absenteeism and perfect attendance, there is not a system for acknowledging good or improved attendance. Perfect attendance is only attainable by a very small cohort of students, so many students were unintentionally excluded from recognition. Therefore, many students weren't necessarily motivated by attendance initiatives.	Yes.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	9/1/20	Administration will include monthly calendars to be used as the attendance tracker in the Leadership binders. (1)
9/1/20	9/1/20	During the initial Superintendent Conference day, administration will share the expectations for the use of the attendance tracker daily and parameters for good and improved attendance. (Improved means one more day per week. Good means 95% per month). (2)
7/2/20	9/1/20	SLT will create a Google Form for classroom teachers to share their plan for recognizing students with good or improved attendance. (2)
9/1/20	9/14/20	Classroom teachers will develop and share (via a Google Form) a plan for recognizing students with good or improved attendance. (1)
9/15/20	9/25/20	Admin team will review classroom plans for recognition of students. (1)
9/1/20	9/18/20	SLT will create walkthrough tool for fidelity in classroom implementation of tracking. (2)



Tenet 1 or Tenet 2 Goal

9/28/20	9/30/20	Classrooms will recognize good attendance for September and provide admin documentation that recognition occurred, for monitoring purposes only. (1)
10/5/20	12/23/20	Administration will do two monthly walkthroughs (one each) using the walkthrough tool to measure fidelity of student attendance tracking. (2)
9/1/20	12/23/20	Teachers will celebrate students with good or improved attendance weekly or monthly. (2)
9/1/20	12/23/20	Office staff will collect daily, classroom perfect attendance and administration will announce daily on the announcements. Daily attendance rate will be posted on bulletin board near the main entrance. (2)
10/1/20	12/23/20	Monthly faculty meeting teachers will share attendance successes. (2)
10/26/20	10/30/20	Classrooms will recognize good and improved attendance for October and provide admin documentation that recognition occurred, for monitoring purposes only. (1)
11/30/20	12/4/20	Classrooms will recognize good and improved attendance for November and provide admin documentation that recognition occurred, for monitoring purposes only. (1)
1/4/21	1/8/21	Classrooms will recognize good and improved attendance for December and provide admin documentation that recognition occurred, for monitoring purposes only. (1)

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>
Walkthrough data	20/29 classes will be implementing daily tracking with fidelity and recognizing good and improved attendance monthly.
ADM report in Infinite Campus (daily attendance rate %)	95.0%

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. <b>(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)</b>		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
<b>Data Source</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
n/a		
n/a		

Tenet 1 or Tenet 2 Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
1/4/21	6/25/21	Administration will do two monthly walkthroughs (one each) using the walkthrough tool to measure fidelity of student attendance tracking. (2)
1/4/21	6/25/21	Teachers will celebrate students with good or improved attendance weekly or monthly. (2)
1/4/21	6/25/21	Office staff will collect daily, classroom perfect attendance and administration will announce daily on the announcements. Daily attendance rate will be posted on bulletin board near the main entrance.(2)
1/4/21	6/25/21	Monthly faculty meeting teachers will share attendance successes.(2)
2/1/21	2/5/21	Classrooms will recognize good and improved attendance for January and provide admin documentation that recognition occurred, for monitoring purposes only. (1)
2/8/21	2/26/21	SLT will meet, review the January benchmark on attendance recognitions and ADM to determine whether adjustments to the plan need to be made.

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
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Need student engagement and participation during digital learning.	School-wide system for teachers to track daily participation and submitting work. Common expectations for family outreach.	By 9/1/20
Students to track daily attendance	Use virtual leadership binders and input monthly calendars for students to insert an emoji/mark on each day they participate in virtual learning	By 9/1/20

Tenet 3 or Tenet 4 Goal

Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
4E Instructional Techniques that Deepen Engagement	Individualization	By the end of the school year, 75% of classroom teachers will be able to identify a specific reading deficit and identify and implement interventions to address the deficit, resulting in a reduction of the percentage of students in the Tier 3 group by 20% in EOY iReady Reading Assessments.	Spring 2020 Intervention Data Trackers: -52% of teachers identified learning deficits for their students  2018-2019 EOY iReady Reading Diagnostic: - 25% of students in Tier 3 group - Down from 49% BOY

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. Inconsistent training and professional development around looking at data and then developing next steps based on data.	No
2. Lack of focus around which tool/resource is most appropriate for that particular skill/standard.	No
3. GAMS has been very focused on specific instructional resources rather than on good instructional practices which work regardless of the resources available.	No

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	9/10/20	Administration will provide staff with PD (refresher of the GAMS intervention tracker and it's expectations to be used as the only data tracking tool for guiding good instructional practices).(1)
9/14/20	10/5/20	During the first round of PLCs, administrators and literacy technology specialist will guide teachers in their analysis of their students' iReady and IRLA ELA data and identify students to be addressed in the GAMS intervention tracker.(1,2)
10/5/20	10/16/20	Administration will review completed intervention trackers to identify support needs for staff and possible continued PD. (1)

Tenet 3 or Tenet 4 Goal

10/19/20	12/23/20	The technology literacy specialist will push into classrooms to support the classroom teachers (identified by admin review and voluntary) with reading conferencing and instructional practices. (1, 3)
9/14/20	12/23/20	The technology literacy specialist will coordinate PD for PLCs (using data to target interventions).(1)
9/14/20	12/23/20	During monthly PLCs, teachers will use their GAMS intervention data tracker to identify evidenced based interventions to target student needs.(3)
9/1/20	12/23/20	Teachers will use the resources available from digital platforms supported by the district for interventions. (3,1)
9/1/20	12/23/20	Administration will schedule AIS providers and administration to be included in grade level PLCs to support teachers with their data analysis and intervention planning. (2,3)

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>
Intervention Tracker Submission	65% of classroom teachers will be able to identify a specific reading deficit and identify and implement interventions to address the deficit.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. <b>(This is required for Tenet 3 and Tenet 4 goals.)</b>		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
<b>Data Source</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
iReady reading diagnostic	13% reduction of students in Tier 3	15% reduction of students in Tier 3

Tenet 3 or Tenet 4 Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/21	6/25/21	The technology literacy specialist will push into classrooms to support the classroom teachers with reading conferencing and analyzing student reading data. (1,3)
1/4/21	6/25/21	Using the intervention tracker, teachers will adjust the targeted student list. (3)
1/4/21	6/25/21	During monthly PLCs teachers will analyze reading data from iReady, IRLA and determine strategies to address skill needs (continue using intervention tracker) (2,3)

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Grade level collaboration around student academic needs	Virtual PLC time	TBD
Instructional tools/resources to target learning challenges/specific skills and strategies need to have digital component	Instructional tools/resources available for at home/digital use for both asynchronous and synchronous instruction	Throughout year, as needed
Student intervention instruction needs to occur synchronously in a virtual environment	Schedule synchronous sessions with students	As determined by teacher/interventionist based upon student need

School-Selected Tenet Goal

Tenet 5 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
5A Establish Schoolwide Practices and Policies that Support SEL	Schoolwide Approach	By the end of the school year, randomly selected students in 20/29 classes will be able to <u>state the current Zone</u> of Regulation they are experiencing and <u>explain why</u> they are in that Zone as measured during specific walkthroughs, student interviews, etc., resulting in a 5% overall reduction in discipline referrals.	2017-2018: 559 referrals 2018-2019: 622 referrals  9/2018-2/2019: 343 referrals 9/2019-2/2020: 329 referrals

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. Students have INCONSISTENT opportunities to develop SEL core competencies throughout the day	No
2. There is a lack of universal understanding of core competencies due to a lack of explicit defining characteristics of the core competencies such as including a crosswalk of LIM and the Zones of Regulation. This year’s rollout was incomplete.	No
3. Lack of student understanding of application of LIM and Zones of Regulation throughout their day to increase SEL success	No

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	11/1/20	SLT/SST will create a Zones of Regulation reflection document to be used during a behavior conference
9/1/20	11/1/20	SLT/SST will create a Leader in Me and Zones of Regulation “crosswalk” document so that staff have a common understanding of what each resource provides and how they support one another
9/1/20	11/1/20	SLT will create a walkthrough tool to assess student’s knowledge and use of common language of the Zones of Regulation
7/2/20	9/1/20	SEL period daily in master schedule for explicit instruction on the Zones of Regulation, as well as Leader in Me lessons.

### School-Selected Tenet Goal

9/1/20	12/23/20	Staff will use the SEL period to explicitly teach the common language of Zones of Regulation and Leader in Me lessons.
9/1/20	11/1/20	During PD or faculty meeting time, the SEL team will present the Zones of Regulation to all staff and administration will set the expectations for the use of common language throughout the day. Staff will also receive and review the “crosswalk” document as well as the Zones of Regulation Reflection document.
9/2/20	12/2/20	All students will receive Zones of Regulation intro/refresher lesson, delivered by experienced staff in person.
12/2/20	1/31/21	Administration will do two monthly walkthroughs (one each) using the walkthrough tool to measure students’ use of common language

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>
Walkthrough tool data	15/29 classes with students able to identify Zone and explain why they are in that Zone.
SafeSchools discipline referral data	2.5% reduction in discipline referrals

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. <b>(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)</b>		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
<b>Data Source</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
n/a		
n/a		

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/4/21	6/25/21	Administration will do two monthly walkthroughs (one each) using the walkthrough tool to measure students’ use of common language
1/4/21	6/25/21	Staff will continue to use Zones of Regulation Reflection document for behavior conferences.

School-Selected Tenet Goal

1/4/21	6/25/21	Staff will use the SEL period to explicitly teach the common language of Zones of Regulation and Leader in Me lessons.

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Push out of common language	Grade level Google Meet with Lofaro	Weekly
Parent education around the Zones of Regulation for support at home	<p>Synchronous sessions to introduce the Zones during GAMS Family Meets.</p> <p>Asynchronous resources shared via GAMS Family Google Classroom</p>	Intro sessions in September with follow-up/reinforcement sessions every 2-3 months.



School-Selected Tenet Goal

Tenet 6 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
6B Systems for Engagement and Empowerment		All GAMS teachers will provide regular communication to families resulting in an increase of 4% in the parent response to the K12 survey question "I am satisfied with how well the school communicates with me."	2019-2020 K12 Parent Survey Data: "I am satisfied with how well the school communicates with me." 86% agree/strongly agree  2019-2020 Communication app data: 17/29 classes using ClassDojo  Average 85% of families connected to each class in ClassDojo

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. Families are contacted inconsistently by teachers to discuss their children's progress.	No
2. Specific school-wide requirements for regular family communication have not been established, so individual teachers do what they feel is appropriate.	No

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
8/17/20	9/1/20	Administration will establish specific requirements for teachers to contact families regularly. These requirements will be differentiated depending on the setting for learning (i.e. virtual, hybrid, in person)
9/1/20	9/4/20	Administration will communicate requirements for family contact to all staff during initial Superintendent's Conference Days.
8/10/20	8/17/20	Administration will create a Family Hub Google Site to share pertinent information to families including a school directory.

### School-Selected Tenet Goal

9/1/20	1/31/21	Administration reinforces the importance of communication to families through monthly newsletters, uploaded to the Family Hub Google Site and shared through communication apps.
8/10/20	8/17/20	Administration will create a place in the Family Hub Google Site where families are able to ask a question or express a concern.
9/1/20	1/31/21	Evidence of teacher communication will be documented weekly in Infinite Campus contact log and/or relevant communication app.
9/1/20	1/31/21	Teachers will send home monthly grade level/grade band instructional updates using a standard template collaboratively during the school day.
9/1/20	10/5/20	SLT to create and send survey to families to determine preferred method of communication.
9/5/20	10/5/20	GAMS systems of communication overview sessions will be available for families throughout the first month of school in both English and Spanish so that they are aware of the functionalities of ClassDojo/Seesaw, Google Classroom and of their child's teacher's direct phone/text line (Google Voice). Recordings will also be posted for asynchronous learning for families throughout the year.
10/15/20	11/1/20	SLT will review family contact data (PLP log sampling, communication app posts, etc.) to determine staff communication with families. Data results will be shared with all staff via staff newsletter and/or at staff meetings.

#### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>
School-created MOY survey	88% of parents are satisfied with how well the school communicates with them

#### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. <b>(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)</b>		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
<b>Data Source</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
n/a		
n/a		

School-Selected Tenet Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
2/1/21	6/25/21	SLT will continue review of family contact data (PLP log sampling, communication app posts, etc.) to determine staff communication with families. Data results will be shared with all staff via staff newsletter and/or at staff meetings.
2/1/21	6/25/21	Admin will follow up with staff who need assistance with family communication
2/1/21	6/25/21	Administration reinforces the importance of communication to families through monthly newsletters, uploaded to the Family Hub Google Site and shared through communication apps.
2/1/21	6/25/21	Evidence of teacher communication will be documented weekly in Infinite Campus contact log and/or relevant communication app.
2/1/21	6/25/21	Teachers will send home monthly grade level/grade band instructional updates using a standard template collaboratively during the school day.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
To continue communicating with parents.	The actions in the Tenet 6 action plan can be implemented in the varied school scenarios that we may face this year.	TBD

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Teachers	I am supported by my students' parents/guardians.	68% agree/strongly agree	62% agree/strongly agree

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
1. Lack of communication/response from families -- calls not returned, lack of updated contact info, notes not returned
2. Language barriers, inconsistent access to tech/phones
3. Lack of expectations for families from the school/district about their responsibilities in their child's education

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/10/20	9/1/20	SLT create survey for teachers to get understanding of what they need/expect in order to feel supported by families. Team will use language of K12 survey and then expand upon those questions.
8/1/20	8/31/20	Admin will create an "expectations" section in the family handbook regarding their child's education.
9/1/20	9/30/20	Admin will hold focus groups or virtual meetings with families to discuss and make comments regarding expectations for their child's education. Revisions will be made to the family handbook accordingly.
9/1/20	12/23/20	Parent/family expectations will be discussed and reinforced through multiple modalities.
9/1/20	9/11/20	Baseline teacher survey will be administered
10/1/20	12/23/20	Admin will use results of BOY teacher survey to shape monthly messaging to families in Family Newsletter

## Survey Goal

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
School-created MOY survey	65% of teachers agree/strongly agree that they are supported by families.
ClassDojo	80% of families are connected to ClassDojo

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/21	6/25/21	Parent/family expectations will be discussed and reinforced through multiple modalities and an update to the family handbook.
1/4/21	6/1/21	Admin will use results of BOY and MOY teacher survey to shape monthly messaging to families in Family Newsletter
5/1/21	6/5/21	EOY teacher survey will be administered
1/4/21	1/10/21	MOY teacher survey will be administered

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
To get input from stakeholders.	The actions in the Survey action plan can be implemented in the varied school scenarios that we may face this year.	TBD

## 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](mailto:SCEP@nysed.gov) the following documents:

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

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

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