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	South Middle School	Chante' Brooks	6-8

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below. 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
All Students	Level 1	Level 1	Level 1	Level 2	Level 2	Level 3

High School 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
Example: 3/6/20	x	x			
6/5/20	X				
6/9/20	X				
6/11/20		x			
6/16/20		x	x		
6/18/20		x			
6/19/20		x			
6/30/20		X		X	
7/01/20					X
7/14/20					X

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

TSI Schools Only

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.

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*										Signature
		6/5	**6/9**	6/11	**6/16**	**6/18**	6/19	6/30	7/1	7/14		
C. Brooks	Principal	X	**X**	x	**x**	**x**	x	x	X	X		
R. Cooper	AP	x	**x**	x	**x**	**x**	x	x	X	X		
G. Matos	AP	x	**x**	x	**x**	**x**	x	x	X	X		
V. Brancato	AP	x	**x**	x	**x**	**x**	x	x	X			
A. Almodovar	AP	x	**x**	x	**x**	**x**	x	x	X	X		
R. Durbin	Social Studies Teacher	x	**x**	x	**x**	**x**	x	x				
L. Smith	8th Grade Math Teacher	x	**x**	x	**x**	**x**	x	x				
L. Rivera	ENL Teacher	x	**x**	x	**x**	**x**	x	x				
A. McKoy-Yakle	8th grade SPED Teacher	x	**x**	x	**x**	**x**	x	x				
J. O'Malley	7th Grade ELA	x	**x**	x	**x**	**x**	x	x				*On file*
S. Moore	Psychologist	x	**x**	x	**x**	**x**	x	x				
E. Forgit	Deputy Superintendent	x	**x**	x	**x**	**x**	x	x		X		
J. Nielsen	ELA Director		**x**	x	**x**	**x**	x	x				
J. Paretta	PTG President									X		
T. Coughlin	PTG Vice President									X		
K. Coughlin	Student									X		
M. Coughlin	Student									X		
W. Coughlin	Student									X		

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.

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:

Strategy Identified	Enhancing Principal Leadership
SCEP Goal(s) this strategy will support	All 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:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
☐ What Works Clearinghouse	
☐	Rating: Meets WWC Standards Without Reservations
☐	Rating: Meets WWC Standards With Reservations
☐ **Social Programs That Work**	
☐	Rating: Top Tier
☐	Rating: Near Top Tier
☐ **Blueprints for Healthy Youth Development**	
☐	Rating: Model Plus
☐	Rating: Model
☐	Rating: Promising

☐ **School-Identified**

If "X' is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

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
Tenet:1 Effective schools establish school wide systems and structures that promote continuous improvement and success for all students	**Tenet 1D (**Attendance) Identifying and Responding to Areas of Need	By June 2021, South Middle School will have prioritized tone, empathy, and positive communication resulting in a reduced chronic absenteeism rate of 18% or less, as monitored through the South Middle School attendance committee.	Between September 3,2019 - February 15, 2020 school year there was a chronic absenteeism rate of 20.2%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Root Cause #1 ● The school has not implemented expectations as to how students and adults are to interact in areas such as the halls and cafeteria, which students have reported, impacts the desire for students to come to school.	6-8th grade
Root Cause #2 ● Teachers have not been given the tools to provide empathy, which will improve relationships and positively impact attendance**.**	6-8th grade
Root Cause #3 ● There is no clear protocol or modeling of positive communications and how this occurs between staff and students, which students have reported, impacts the desire for students to come to school.	6-8th grade

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug. 2020	Sept. 2020	**Root Cause #1 & 3** The school administration will assemble an attendance goal team to develop a plan for identifying and addressing root causes of chronic attendance issues, with a focus on the interactions between faculty and staff in the school community (such as cafeterias, hallways, and classrooms.
Sept. 2020	**Oct 2020**	**Root Cause #1 & 3** The attendance goal team will create a menu of interactions/ common language to be used when addressing a student with attendance concerns.
Sep. 2020	**Oct. 2020**	**Root Cause #1** The attendance goal team will present/share with staff the menu of interactions at the first faculty meeting.
Oct. 2020	**Nov. 2020**	**Root Cause #1&3** Menus of student positive sentence starters will be posted throughout the building and will be shared at grade level assemblies, surveys and focus groups including absent students.
Sept 2020	**Sep. 2020**	**Root Cause # 3** The attendance goal team will create and administer a survey about what motivates students to come to school and the barriers. 2019-2020 data will be used for returning students.
Sept 2020	**Nov 2020**	**Root Cause # 3** Survey data will be used to revise the plan that is in place.
Sept 2020	**Dec. 2020**	**Root Cause # 2** Counselors will meet with each student and discuss reasons for absenteeism, and develop a plan of action to reduce chronic absenteeism.
Oct. 2020	**Jan. 2021**	**Root Cause #1 & 3** The common language will be modeled by staff and students in classrooms, hallways and the cafeteria.
Sep 2020	**June 2021**	**Root Cause # 1&3** Once a month/every other month, the attendance goal team will monitor the data and discuss trends. Plans will be developed to provide additional support.
Sept 2020	**Sept 2020**	**Root Cause # 3** The attendance goal team will identify students at risk for being chronically absent based on attendance data from the 2019-2020 school year.

Oct 2020	Jan. 2021	**Root Cause #2** All faculty/staff will participate in professional development and activities that address empathy, trauma theory, and restorative practices.
Sept 2020	Jan. 2021	**Root Cause #3** A component of bimonthly teacher common planning will include reflection and goal setting for improvement of student interactions.
Sep 2020	June 2021	Team members of the SMS attendance committee and/or administration will attend teacher common planning to provide support for students that are chronically absent.

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.

Data Source	January 2021 Target
Attendance Data	South Middle School will prioritize tone, empathy, and positive communication which will result in a reduced chronic absenteeism rate of 18% or less, as monitored through the South Middle School attendance committee.

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. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

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

Data Source	January 2020 Performance	January 2021 Target

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
Jan. 2021	Feb. 2021	**Root Cause #1 & 3** The attendance goal team will assess the first half of the implementation of the established common language and adjust for improvement.
Jan. 2021	June 2021	**Root Cause #2** The attendance goal team will progress monitor attendance of at risk students identified at the beginning of the year and identify new students in danger of becoming chronically absent.
Jan. 2021	June 2021	**Root Cause #2** The attendance goal team will evaluate the list of strategies to address and support students who experience chronic absenteeism.
Jan. 2021 -	June 2021	**Root Cause #2**

		The attendance goal team will continue to identify/provide the faculty/staff with professional development.
Jan. 2021	**June 2021**	**Root Cause #1** All faculty/staff will continue to participate in professional development and activities that address empathy, trauma theory, and restorative practices.
Jan. 2020	**June 2021**	**Root Cause #2** The pilot team will identify new students who need to complete the benchmark survey about what motivates them to come to school and the barriers.
Jan. 2020	**June 2021**	**Root Cause #3** School counselors will meet with students and re-evaluate student goals about improving student interactions and attendance

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**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Attendance procedures will need to be created based on a revised district policy developed based on the NYSED expectations for attendance during the pandemic	Once a policy is adopted by the BOE, school leaders will work with the Deputy Superintendent to create the procedures and develop a process to monitor tone during virtual instructional delivery.	August

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
4 Using Assessment & Feedback in Instruction	4G Monitoring Student Learning While Teaching	By June 2021, 75% of SMS teachers will regularly provide students clear and concise feedback to improve their work as evidenced by walkthrough data.	We estimate that 25% of teachers provide feedback to students.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Root Cause #1 ● The school has not implemented expectations as to what to look for or what to use in providing feedback to students **Root Cause #2** ● The school has not implemented a system to provide students with feedback on how to improve their work because administration has not focused on how to provide effective feedback during walkthroughs to teachers.	Grades 6-8

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug 2020	**Sept. 2020**	**Root Cause #2** The school administration team will work with central office representatives to develop a walkthrough model that includes protocols and procedures. (Virtual walkthroughs and Onsite walkthroughs)
Sept. 2020	**Sept. 2020**	**Root Cause #1** The school administration will assemble a pilot team that will develop the plan to provide feedback to students.
Sept. 2020	**Oct. 2020**	**Root Cause #2** The school administration and the pilot team will present the walkthrough model; the expectations therewith and the pilot plan for providing feedback to students. This will include expectations how both of these will be implemented, monitored and supported.
Sept. 2020	**Oct. 2020**	**Root Cause #2** The school administration team will train all central office administrators on the model and require them to follow the model when conducting walkthroughs in the school
Sept. 2020	**June 2021**	**Root Cause #2** Conduct walkthrough feedback focusing on quality of feedback to

		students.
Sept. 2020	**Oct. 2020**	**Root Cause #1** The Pilot team will work with an educational consultant to explore evidence based strategies for the provision of verbal and written feedback to students. The pilot team will adopt the schoolwide strategies.
Oct. 2020	**Nov. 2020**	**Root Cause #1** The Pilot team will develop an implementation plan for the schoolwide rollout that provides an opportunity for all teachers to be trained by January 2021.
Oct. 2020	**Nov. 2020**	**Root Cause #1** The Pilot Team will present the plan to the faculty at a faculty meeting.
Oct. 2020	**June 2021**	**Root Cause #1** The pilot team initiates the implementation plan and monitors the timeline and the impact of the training. The team will meet monthly to analyze the impact of the plan.
Oct. 2020	**Dec. 2020**	**Root Cause #2** The school administration will test the walkthrough model by focusing on teacher practice relating to providing feedback to students on a weekly basis. The school will meet monthly to discuss implementation and plan for additional modifications and support of the plan.

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.

Data Source	January 2021 Target
Walkthrough Data	50% of SMS teachers will regularly provide students with clear and concise feedback to improve their work.

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. **(This is required for Tenet 3 and Tenet 4 goals.)** Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
I Ready Math	19% of the students scored on or above grade level on the I-Ready Math Assessment.	24% of the students scored on or above grade level on the I-Ready Math Assessment.
I Ready ELA	20%of the students scored on or above grade level on the I-Ready Reading Assessment.	25% of the students scored on or above grade level on the I-Ready Reading Assessment.

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**
Jan. 2021	**Feb.2021**	**Root Cause #1** The Pilot team assesses the first half success and needs for improvement and adjusts the implementation plan
Feb. 2021	**June 2021**	**Root Cause #1** The Pilot team develops follow up training based on findings from the monitoring of the impact on teacher practice
May 2021	**June 2021**	**Root Cause #1** The Pilot Team develops summer professional development as needed
Jan. 2021	**Jan. 2021**	**Root Cause #2** Representatives from central office will monitor and evaluate the implementation of the walkthrough model and provide recommendations for improvement
Jan. 2021	**Feb. 2021**	**Root Cause #2** The school administration will adjust the model based on the recommendations
Feb. 2021	**June 2021**	**Root Cause #2** The school administration will expand the focus of walkthroughs beyond "feedback" to actions to improve practice.
Feb. 2021	**Feb. 2021**	**Root Cause #2** The school administration will provide a mid-year status on the walkthrough model to the faculty
May 2021	**Aug. 2021**	**Root Cause #2** The school administration will continue implementation and will write an end of the year impact study.

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**
Process for virtual walkthroughs have not been discussed	School leaders will work with the Assistant Superintendent for C and I to develop a protocol for virtual walkthroughs.	September
Teacher submission of sample feedback to students while instructing virtually	A process for student work submission, while virtual, will be agreed upon by the SLT	September

School-Selected Tenet 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 Establishing School-wide Practices that Support SEL		By June 2021 SMS will have implemented ten units of ReThink Ed and consistently use Brain Power Wellness resulting in a reduction in referral rates by ten percent. (142 referrals or less per month)	Monthly average of discipline referral rate is 158 schoolwide

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Root Cause #1 ● The school has not implemented a multi-year approach to planning, professional development and monitoring of SEL practices	Grades 6-8
Root Cause #2 ● The school has not implemented a system that lays out shared responsibilities and expectations amongst all stakeholders about social emotional learning for students.	Grades 6-8

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug 2020	**Sept 2020**	**Root Cause #1** The school administration will assemble a pilot team to develop a multi year action plan for professional development and monitoring for impact for SEL practices/programs. The plan will outline the responsibilities & expectations of all stakeholders.
Sept. 2020	**June 2021**	**Root Cause #1** Continued PD on the implementation of ReThink Ed and Brain Power.
Oct. 2020	**Jan 2021**	**Root Cause #1** Create and maintain a hub to share resources/materials for Brain Power and Re-Think Ed
Oct. 2020	**Dec. 2020**	**Root Cause #1** Student and staff leaders will be identified to be BrainPower Wellness facilitators
Sept. 2020	**June 2021**	**Root Cause #1** All faculty/staff will participate in professional development and activities that address empathy, trauma theory, and restorative practices.

Sept. 2020	Sept. 2020	**Root Cause # 1** Pilot team will create monthly themes in conjunction with Re-Think Ed that empower students' mindsets. These themes will be the driving force for our assemblies. Teachers will select the strategy and employ it in their lessons as applicable.
Sept. 2020	June 2021	**Root Cause #1** The SEL team in collaboration with the pilot team will create and promote activities related to the monthly themes.
Sept. 2020	June 2020	**Root Cause #2** Analyze and monitor referral data
Sept. 2020	June 2021	**Root Cause #2** All staff and students demonstrate an understanding of the acronym S.O.A.R. Safe, Outstanding, Accountable, Respect.
Sept. 2020	Oct 2020	**Root Cause #2** The pilot team will develop and disseminate common language and expectations around SEL mindset.
Oct. 2020	June 2021	**Root Cause #2** The faculty and staff will implement common language and expectations around SEL mindset.
Nov. 2020	June 2021	**Root Cause #2** The pilot team and professional development facilitator will create bi-quarterly opportunities for faculty/staff to discuss and study the ideas and concepts in the book Cultivating Genius: An Equity Framework for Culturally Historically Responsive Literacy by Gholdy Muhammad
Oct. 2020	Jan 2021	**Root Cause # 2** The pilot team will analyze the implementation of Brain Power and Rethink Ed to determine the effectiveness of the two programs.
Sept. 2020	Oct. 2020	**Root Cause # 2** The pilot team will administer a survey about shared responsibilities when it comes to social emotional learning.
Sept. 2020	June 2020	**Root Cause # 2** During monthly faculty meetings the pilot team will provide and/or discuss components of the book Cultivating Genius: An Equity Framework for Culturally Historically Responsive Literacy by Gholdy Muhammad
Sept. 2020	June 2020	**Root Cause # 2** The pilot team will provide strategies as how to control stress and provide support for students.
Sept 2020	June 2020	**Root Cause # 2** The pilot team will present positive ways to react to negative reactions when dealing with difficult behaviors.
Sept. 2020	June 2020	**Root Cause # 2** The pilot team will analyze behavioral referrals to see if (insubordination) is going down after the strategies presented at faculty meetings.
March 2020	April 2020	**Root Cause # 2** The pilot team will repeat the survey to analyze the changes about shared responsibilities.

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.	
Data Source	**January 2021 Target**
Discipline Data	By June 2021 SMS will have implemented four units of ReThink Ed and consistently use Brain Power Wellness resulting in a reduction in referral rates not to exceed 142 referrals each month

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. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)** Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	**January 2020 Performance**	**January 2021 Target**

Planning for January to June

Start	End	Action
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)*		
Jan. 2021	**Mar. 2021**	**Root Cause #1** The pilot team will evaluate the hub as to where all resources/materials will be shared about Brain Power and Re-Think Ed.
Feb. 2021	**Feb. 2021**	**Root Cause #1** The pilot team will progress monitor the implementation of Rethink Ed and Brain Power Wellness follow-up.
May 2021	**June 2021**	**Root Cause #1** Staff meeting as to next steps for the following school year.
Jan. 2021	**Mar. 2021**	**Root Cause #2** Monitor the creation and implementation of monthly themes from mindset.
Feb. 2021	**Feb. 2021**	**Root Cause #2** Assess the development and disseminate common language and expectations around SEL mindset.
Feb. 2021	**June 2021**	**Root Cause #2** Continued to monitor/analysis of discipline referrals
Sept. 2020	**June 2021**	**Root Cause #3** Teachers will log and communicate positively with each family twice each marking period
Sept. 2020	**June 2021**	**Root Cause #3** SMS will provide a monthly newsletter to families

Sept. 2020	June 2021	**Root Cause #3** Administration will provide teachers with the time to create a positive letter for students during faculty meetings.
Jan. 2021	June 2021	**Root Cause #3** The pilot team will monitor positive communication by teachers to families.
Jan .2021	June 2021	**Root Cause #3** The pilot team will monitor the dissemination of a monthly newsletter to parents/families.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
Professional Development	Increase the level of PD while virtually. Reduces the need for substitutes, etc.	September through March
Multi Year Plan development	Prioritize the plan development during first semester (Capitalize on the opportunity to gather teachers during virtual learning)	First semester

School-Selected Tenet 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
6A Systems for Communication		By June 2021, SMS will improve communications as evidenced by 75% of parents agreeing that "they are satisfied with how well the school communicates with them" on the parent survey.	56% of parents agree that "they are satisfied with how well the school communicates with them" (February 2020)

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Root Cause #1 ● The school has not implemented a system by which to create positive interactions with staff and parents.	Grades 6-8
Root Cause #2 ● The school has not provided differentiated resources for our diverse families to become active participants in the school community at large.	Grades 6-8
Root Cause #3 ● The school has not created a system of communication with parents to monitor and to enhance communication.	Grades 6-8

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
Aug. 2020	**Sept 2020**	The school administration will assemble a pilot team of staff and parents that will determine the concerns families have regarding the educational program offered at South Middle School. The team will then use the information to develop parent teacher conferences affording the faculty time to share what has been done to address the concerns.
Aug. 2020	**Sept. 2020**	Administration will schedule a parent-teacher conference in Spring 2021 with support from central office administration.
Sept. 2020	**Oct. 2020**	The pilot team will survey parents to learn of their concerns with the school and topics they would like discussed at parent teacher conferences. This will be done via email, Thought-exchange and during Fall conferences.
Sept. 2020	**June 2021**	Translator services will be accessible for all parent events

Oct. 2020	June 2021	Resources for improving relationships with families by addressing cultural sensitivity & empathy will be provided and discussed with the staff
Oct. 2020	June 2021	Collaborate with district resources to connect parents with community resources in order to feel safe to engage with the school building including books and other resources.
Nov. 2020	Dec.2020	The pilot team will analyze the parent participation numbers from the Fall parent-teacher conferences. They will also review the learnings from surveys, Thoughtexchange and feedback from Fall Conference surveys to learn where families feel the educational program needs to improve.
Aug. 2020	June 2021	All written communication and school messages to families will be accessible in Spanish and English.
Sept. 2020	Oct. 2020	The pilot team will create a "hub" for accessible parent information and contacts
Nov 2020	Dec 2020	The pilot team will develop and disseminate strategies for parents on how the school plans to address the concerns shared.

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.

Data Source	January 2021 Target
Parent Survey	66% of parents agreeing that "they 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. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

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

Data Source	January 2020 Performance	January 2021 Target

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**
Jan. 2021	**Jan 2021**	The pilot team will survey parents to measure their satisfaction with the school's communication efforts. The survey data will be analyzed and shared with staff and parents. Adjustments will be made where necessary.
Jan. 2021	**Feb. 2021**	The pilot team will create/disseminate a public relations campaign to invite families to the spring conference. The campaign will share the key points to be discussed
March 2021	**April 2021**	Parent-Teacher Conferences will be conducted and the pilot team will analyze the participation and satisfaction data.
Jan. 2021	**June 2021**	The pilot team will share the results with the faculty. The pilot team will create a plan, to be included in the 2021-2022 SCEP for further improvement.

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**
Teacher training on virtual student led conferences Parent training on virtual conferences	PD will be the focus	September
Asset mapping of resources	Work with Assistant Superintendent for Student Support Services to identify all agencies and supports available to SMS faculty. Determine the opportunities each has to provide virtual support	October

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)*
Grades 6-8 students	"In this school, everyone is treated fairly regardless of race, culture, language, religion, sexual orientation, gender, or special needs"	By June 2021, 53.5% of students at SMS will agree or strongly agree to the survey question.	**Survey Results- January 2020** Agree or Strongly Agree 43.5% Disagree or Strongly Disagree 27%

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
● There is a lack of professional development and consistent expectations provided for staff on how to develop their equitable practices.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
Aug. 2020	**Sept. 2020**	**Root Cause #1** The school administration will assemble a pilot team to develop and administer a research based bias survey to be completed by all staff and faculty. The pilot team will provide an opportunity for staff to discuss findings/results and develop a targeted improvement plan.
Sept. 2020	**Oct. 2020**	**Root Cause # 1** Students will participate in a survey to determine whether they are treated fair and equitable by using the same questions from the previous survey. The pilot team will analyze the results and draft an improvement plan.
Sept. 2020	**Sept. 2020**	**Root Cause #1** The school administration will share expectations for how staff will develop their equitable practices and implement practices through the use of training and support related to empathy, trauma theory, and restorative practices. Included in the expectations will be how implementation will be rolled out, how implementation will be monitored and how to access additional support.

Sept. 2020	June 2021	**Root Cause #1** All SMS faculty/staff will participate in professional development and activities documented in the improvement plans. Empathy, trauma theory, and restorative practices will also be addressed.
Sept. 2020	June 2021	**Root Cause #1** SMS will provide the school community with events that mirror the diversity of the school community as a model for teacher practice.
Sept. 2020	June 2021	**Root Cause #1** The pilot team will conduct a monthly data analysis of student referrals of the top 3 offenses and/or removals based on protected classes. This will be shared with the staff monthly and targeted improvement strategies will be shared by the SCEP administrator and the PPS staff.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	**January 2021 Target**
Student Survey	By January 2021, there will be an increase of 5% from 43.5% to 48.5% of students who agree or strongly agree with the survey statement "In this school, everyone is treated fairly regardless of race, culture, language, religion, sexual orientation, gender, or special needs".

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**
Jan. 2021	Jan. 2021	**Root Cause #1** Students will participate in a same survey given in September and the pilot team will analyze the results to determine whether there is a change in results.
Feb. 2021	Feb. 2021	**Root Cause #1** The pilot team will share out the survey results with the staff and faculty.
Feb. 2021	Feb. 2021	**Root Cause #1** The pilot team will evaluate and determine additional resources and professional development that is needed based on the second student survey results.

Feb 2021	**June 2021**	**Root Cause # 1** Provide professional development as needed based on cultural responsiveness.
Feb. 2021,	**Feb. 2021**	**Root Cause #1** Results from the student survey will be shared out with the staff and faculty in order to make necessary modifications to address the needs based on the survey results.
May 2021	**May 2021**	**Root Cause #1** Students will participate in a same survey given in September and the pilot team will analyze the results to determine whether there is a change in results.
June 2021	**June 2021**	**Root Cause #1** Results from the student survey will be shared out with the staff and faculty
June 2021	**June 2021**	**Root Cause #1** The pilot team will share out the survey results with the staff and faculty

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
Professional development sessions	Coordinate all the virtual professional development required to implement the plan and create a timeline	August

Submission Assurances

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

1. ☒ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

4. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

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

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

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