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	Vails Gate STEAM Academy	Ciria Briscoe-Perez	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
All Students 2018-19 Data	**Level 2**	**Level 3**	**Level 2**	**Level 2**	**Level 2**	**Level 2**
All Students 2017-18 Data	Level 1	Level 2	Level 1	Level 2	Level 1	Level 1

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
Example: 3/6/20	x	x			
5/27/2020 2:30 - 4:00 pm	x				
6/3/2020 2:30 - 4:00 pm	X				
6/9/2020 9:30 - 10:30 am	X	x	x		
6/9/2020 2:30 - 4:30 pm	X	x	x	x	
6/11/2020 1:30 - 2:30 pm		x	x	x	
6/12/2020 10:00 - 11:00 am				x	
6/16/2020 1:30 - 3:00 pm				x	x
6/18/2020 1:30 - 2:30 pm				x	x

TSI Schools Only

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

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

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 to obtain 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)*								Signatures
		6/3/20	6/9/20	6/9/20	6/11/20	6/12/20	6/16/20	6/18/20	7/7/20	
Ciria Briscoe-Perez	Principal	x	x	x	x	x	x	x	x	*On file*
Eileen Cruz	Assistant Principal	x	x	x	x	x	x	x	x	
Allison Roberts	Instructional Coach	x	x	x	x	x	x	x	x	
Lourdes Lopez-Romero	Teacher	x	x		x	x	x	x	x	
Katherine Anderson	Teacher	x	x	x	x	x	x	x	x	
Chastity Beato	Director						x		x	
Julie Dominguez-Post	Parent		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.

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	Professional Learning Communities
SCEP Goal(s) this strategy will support	Tenet 3 Goal
	Tenet 4 Goal

☐ **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	https://www.scoe.org/files/explicit-instruction.pdf

Tenet 2 Goal

DTSDE Pillar	2B Ensures a Culture and Climate of Success
DTSDE Sub-Pillar	High Expectations
June 2021 SMART Goal	By June 2021, 90% of school leaders' feedback to teachers will include actionable feedback on strategies for explicit instruction and reciprocal teaching.
Most Recent End-of-Year Data for the Same Measure as the Goal	As of March 2020 (due to COVID closure), 50% of school leaders' feedback to teachers included actionable feedback on strategies for explicit Instruction and reciprocal teaching.

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?)
The 2019-2020 school year was focused on the use of Explicit Instruction. School leaders' feedback focused mainly on teachers engaging in Explicit Instruction, but not necessarily Explicit Instruction AND Reciprocal Teaching. Reciprocal Teaching practices were still at the beginning stage.	All grades and content areas

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
8/17/2020	8/21/2020	Administration will revise the Instructional Handbook to include specifics as to the "look fors" in lesson plans as they relate to Explicit Instruction and Reciprocal Teaching.
8/17/2020	8/21/2020	Administration will revise the electronic walkthrough document to include the "look fors" for Explicit Instruction and Reciprocal Teaching as mentioned in the Instructional Handbook.
9/1/2020	9/1/2020	Faculty Meeting to welcome faculty and staff and review updated Instructional Expectations with "look fors"
9/2/2020	9/4/2020	Survey will be sent to faculty and staff asking about the actionable feedback that has been provided to them regarding Explicit Instruction and Reciprocal Teaching in order to get baseline data.
9/2/2020	12/23/2020	Administrators will engage in at least six walkthroughs per week, focusing on collecting evidence of implementation of Explicit Instruction and Reciprocal Teaching practices. Feedback will be provided to teachers using the updated walkthrough document within 48 hours of the walkthrough. Q&A sessions with teachers may be set up as needed.
9//14/2020	9/18/2020	The principal and assistant principal will conduct informal walkthroughs together to norm expectations and feedback to teachers. They will collect data on teachers making connections to prior learning and

		provide teachers with feedback following the walkthroughs, including actionable next steps for improvement in ELA and math.
11/2/2020	11/2/2020	Walkthrough data will be shared with faculty and staff during faculty meeting. Faculty and staff will share what is working regarding implementation of strategies, challenges, and set an implementation goal.
11/2/2020	11/6/2020	The principal and assistant principal will conduct informal walkthroughs together to calibrate expectations and feedback.
11/9/2020	11/13/2020	SLT will review the actional feedback given to teachers and provide stars and steps to administrators, and identify successful implementation of best practices and areas in need of improvement.
11/9/2020	11/13/2020	Administration and Instructional Coach will brainstorm what additional supports are needed for teachers based on walkthrough data.

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
Survey	By January 2021, 70% of school leaders' feedback to teachers will include actionable feedback on strategies for explicit instruction and reciprocal teaching.

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
iReady Middle of the Year (MOY)	ELA - MOY: 30% of students at or above grade level % increase of 18% Math - MOY: 20% of students at or above grade level % increase of 16%	iReady ELA - 45% of students at or above grade level iReady Math - 35% of students at or above grade level

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**
1/4/2020	1/8/2020	Survey will be sent to faculty and staff asking about the actionable feedback that has been provided to them regarding Explicit Instruction and Reciprocal Teaching in order to adjust or modify the feedback that has been provided thus far.
1/4/2021	6/24/2021	Administrators will engage in at least six walkthroughs per week, focusing on collecting evidence of implementation of Explicit Instruction and Reciprocal Teaching practices. Feedback will be provided to teachers using the updated walkthrough document within 48 hours of the walkthrough. Q&A sessions with teachers may be set up as needed.
1/4/2020	1/8/2020	The principal and assistant principal will conduct informal walkthroughs together to norm expectations and feedback to teachers. They will collect data on teachers making connections to prior learning and provide teachers with feedback following the walkthroughs, including actionable next steps for improvement in ELA and math.
1/4/2021	1/8/2021	Instructional Coach will send out a survey on needs related to implementation of Explicit Instruction and Reciprocal Teaching.
1/11/2021	1/15/2021	SLT will analyze survey data and identify areas of growth and areas in need of additional PD to ensure successful implementation.
3/1/2021	3/5/2021	SLT will review the actional feedback given to teachers and provide stars and steps to administrators, and identify successful implementation of best practices and areas in need of improvement.
3/8/2020	3/12/2020	The principal and assistant principal will conduct informal walkthroughs together to calibrate expectations and feedback.
4/26/2021	4/30/2021	SLT will review the actional feedback given to teachers and provide stars and steps to administrators, and identify successful implementation of best practices and areas in need of improvement.
6/14/2021	6/25/2021	Faculty and Staff members will complete an end of year survey to gather data on the actionable feedback that has been provided to them throughout the year regarding Explicit Instruction and Reciprocal Teaching.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Providing feedback in a virtual classroom	Setting expectations for in-person AND virtual learning (District and teachers' union must come to an agreement beforehand), Subgroup will be used to discuss expectations for virtual learning.	August and throughout the school year

Tenet 3 Goal

DTSDE Pillar	3D Lesson Focus and Organization
DTSDE Sub-Pillar	Lesson Structure
June 2021 SMART Goal	By June 2021, 80% of lesson plans will incorporate strategies for both reciprocal teaching and explicit instruction, with focus on what students will do at the beginning, middle and end of lessons as measured by review of lesson plans.
Most Recent End-of-Year Data for the Same Measure as the Goal	In 2020, approximately 60% of teachers incorporated reciprocal teaching and explicit instruction strategies, up from approximately 40% the year prior.

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?)
Teachers are still developing their comfort levels and skills in planning lessons that integrate Explicit Instruction and Reciprocal Teaching practices. Therefore, teachers are not implementing these strategies as well as they would like.	All grades

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**
8/3/2020	8/7/2020	Administration will review and revise the school's Instructional Expectations to clarify expectations regarding the ongoing use of reciprocal teaching and explicit instruction strategies and "look fors" in lesson plans.
8/13/2020	8/13/2020	Discussion with facilitator from American Reading Company (ARC) in order to incorporate Explicit Instruction and Reciprocal Teaching into the half-day PD sessions
8/17/2020	8/19/2020	PD focused on standards crosswalk and developing beginning of school year learning objectives led by Instructional Coach and Assistant Principal (half-day sessions)
8/20/2020	8/20/2020	ARC Training (half-day session) with emphasis on lesson planning and instruction
8/24/2020	8/25/2020	PD focused on using Explicit Instruction strategies to incorporate a coherent beginning, middle, and end in lesson plans. Reviewing Instructional Expectations, incorporating scaffolds for ELLs and SpEd students in lesson plans, addressing time management, pacing of lessons, and incorporating Explicit Instruction in lesson plans led by Instructional Coach and Ms. Anderson (full-day sessions)
8/26/2020	8/26/2020	Reciprocal Teaching PD on how to increase student engagement and discussions, integrate accountable talk protocols, and incorporate

		Reciprocal Teaching in lesson plans led by Instructional Coach and Ms. Lopez-Romero (full-day sessions)
8/31/2020	8/31/2020	ARC Training (half-day session)
9/1/2020	9/1/2020	Faculty Meeting to welcome faculty and staff and review updated Instructional Expectations, with an emphasis on lesson plan expectations and instruction
9/1/2020	9/1/2020	Truncated PD offerings for faculty and staff who were unable to attend summer PD
9/1/2020	9/1/2020	Administration will provide daily schedules to all teachers with clear indications of literacy and math blocks, as well as all other subject areas, and daily activities. Expectations about time management will be communicated.
9/2/2020	9/2/2020	Faculty and staff will be sent a survey to see who would like to learn more about the effective practices of Explicit Instruction and Reciprocal Teaching, and with what focus.
9/2/2020	12/23/2020	PLCs are embedded in the master schedule in cycles. Cycle A will focus on lesson planning for integration of Explicit Instruction and Reciprocal Teaching practices, as well as standards-based learning objectives. Cycles B and C will focus on deepening implementation of Reciprocal Teaching and Explicit Instruction. Cycle D will focus on data-driven discussions.
9/7/2020	12/25/2020	Instructional Coach will engage in one-to-one modeling and grade-level discussions during PLCs that focus on the needs/wants of the teachers as indicated in the survey.
10/12/2020	10/16/2020	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **focused on a clear lesson beginning**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
10/19/2020	10/23/2020	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **focused on a clear lesson beginning**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
11/3/2020	11/3/2020	PD on further implementation of Reciprocal Teaching with a focus on questioning and discussion techniques.
11/9/2020	11/13/2020	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **focused on a clear lesson ending.** Administrators will share findings with Instructional Coach so that follow-up support may be provided.
11/16/2020	11/20/2020	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **focused on a clear lesson ending.** Administrators will share findings with Instructional Coach so that follow-up support may be provided.

| 12/7/2020 | 12/11/2020 | The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **incorporating Explicit Instruction with a clear beginning, middle, and end, and elements of Reciprocal Teaching**. Administrators will share findings with Instructional Coach so that follow-up support may be provided. |
| 12/14/2020 | 12/18/2020 | The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **incorporating Explicit Instruction with a clear beginning, middle, and end, and elements of Reciprocal Teaching**. Administrators will share findings with Instructional Coach so that follow-up support may be provided. |

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
Lesson plan collection data	By January 31, 2021, 70% of lesson plans will incorporate strategies for both reciprocal teaching and explicit instruction, with focus on what students will do at the beginning, middle and end of lesson as measured by review of lesson plans.

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
iReady Middle of the Year (MOY)	ELA - MOY: 30% of students at or above grade level % increase of 18% Math - MOY: 20% of students at or above grade level % increase of 16%	iReady ELA - 45% of students at or above grade level iReady Math - 35% of students at or above grade level

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**
1/11/2021	1/15/2021	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior **learning of the Fab Four of Reciprocal Teaching.** Administrators will share findings with Instructional Coach so that follow-up support may be provided.
1/18/2021	1/22/2021	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior **learning of the Fab Four of Reciprocal Teaching.** Administrators will share findings with Instructional Coach so that follow-up support may be provided.
1/18/2020	2/12/2020	Students will engage in MOY ELA and Math assessments.
2/22/2020	2/26/2020	Administration and Instructional Coach will analyze the results to determine progress.
2/8/2021	2/12/2021	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **incorporating discussion techniques and student engagement**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
2/15/2021	2/19/2021	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **incorporating discussion techniques and student engagement**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
3/8/2021	3/12/2021	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **focused on student independence with Reciprocal Teaching**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
3/15/2021	3/19/2021	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **focused on student independence with Reciprocal Teaching**. Administrators will share findings with Instructional Coach so that follow-up support may be provided.
5/10/2021	5/14/2021	The principal and assistant principal will collect lesson plans from grades K-2 teachers and service providers to determine who has referenced prior learning **incorporating Explicit Instruction with a clear beginning, middle, and end, and Reciprocal Teaching.** Administrators will share findings with Instructional Coach so that follow-up support may be provided.
5/17/2021	5/21/2021	The principal and assistant principal will collect lesson plans from grades 3-5 teachers and special area teachers to determine who has referenced prior learning **incorporating Explicit Instruction with a clear beginning, middle, and end, and Reciprocal Teaching**. Administrators will share

		findings with Instructional Coach so that follow-up support may be provided.
1/4/2021	6/24/2021	PLCs are continuing to be embedded in the master schedule in cycles. Cycle A will focus on lesson planning for integration of Explicit Instruction and Reciprocal Teaching practices, as well as standards-based learning objectives. Cycles B and C will focus on deepening implementation of Reciprocal Teaching and Explicit Instruction. Cycle D will focus on data-driven discussions.
1/4/2021	6/24/2021	PDs focused on deepening the implementation of Explicit Instruction and Reciprocal Teaching (during building-level professional development days)

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
Virtual Teaching - Parental Involvement	Ensure all families have Chromebooks. Parent PD on technology - Chromebook and Google Classroom	August 25, 2020
Virtual learning environment	PD on how to incorporate the strategies of Reciprocal Teaching and Explicit Instruction in the virtual classroom	August 2020 PDs, and continued discussion throughout PLCs

School-Selected Tenet Goal: Tenet 4

DTSDE Pillar	4E Instructional Techniques That Deepen Engagement
DTSDE Sub-Pillar	Higher-Level Thinking Student Discussion
June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June 2021, 40% of students will be at or above grade level in ELA and 30% of students will be at or above grade level in Math, as a result of implementation of reciprocal teaching and explicit instruction practices
Most Recent End-of-Year Data for the Same Measure as the Goal	On 2020 MOY iReady data (EOY not used due to COVID closure), 30% of students were at or above grade level in ELA and 20% of students were at or above grade level in Math.

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?)
Full implementation with fidelity to all aspects of reciprocal teaching and explicit instruction is not happening consistently due to <u>time management challenges</u> in the classroom, uncertainty about regular expectations, and the need for continuous PD/coaching in order to implement across all content areas.	No, this is not specific to any one grade or content area.

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**
8/3/2020	8/7/2020	Administration will review and revise the school's Instructional Expectations to clarify expectations regarding the ongoing use of reciprocal teaching and explicit instruction strategies and "look fors" in lesson plans and instruction.
8/12/2020	8/13/2020	Planning/preparation time for presenters (SLT members as well as Faculty volunteers) for August PD
8/24/2020	8/25/2020	PD focused on using Explicit Instruction strategies to incorporate a coherent beginning, middle, and end in lessons. Reviewing Instructional Expectations, providing scaffolds for ELLs and SpEd students, addressing time management and pacing of lessons led by Instructional Coach and Ms. Anderson (full-day sessions)
8/26/2020	8/26/2020	Reciprocal Teaching PD on how to increase student engagement and discussions, and integrate accountable talk protocols (full-day sessions)

9/1/2020	9/1/2020	Faculty Meeting to welcome faculty and staff and review updated Instructional Expectations, with an emphasis on expectations for lesson plans and instruction
9/1/2020	9/1/2020	Truncated PD offerings for faculty and staff who were unable to attend summer PD
9/2/2020	9/2/2020	Faculty and staff will be sent a survey to see who would feel comfortable opening their classroom to peers (Gator Gurus) to view effective practices related to Explicit Instruction and Reciprocal Teaching.
9/7/2020	12/25/2020	Instructional Coach will facilitate the peer visits so that colleagues may learn from each other.
9/2/2020	12/23/2020	Administrators will engage in at least six walkthroughs per week, focusing on collecting evidence of implementation of Explicit Instruction and Reciprocal Teaching practices.
9//14/2020	9/18/2020	The principal and assistant principal will conduct informal walkthroughs together to norm expectations and feedback to teachers. They will collect data on teachers making connections to prior learning and provide teachers with feedback following the walkthroughs, including actionable next steps for improvement in ELA and math.
10/5/2020	10/9/2020	The principal and assistant principal will analyze data from informal walkthroughs **focused on the beginning of lessons and learning objectives** from September to determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. This data will be shared at October PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons.
10/9/2020	10/9/2020	The principal and assistant principal will develop their walkthrough schedule for October, ensuring that the teachers that had difficulty referencing prior learning are visited at least once by each leader.
10/30/2020	10/30/2020	The principal and assistant principal will analyze data from informal walkthroughs **focused on the middle of lessons** from October to: 1) Determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. 2) Determine if the classrooms that struggled to reference prior learning in September had shown any improvement. The schoolwide data will be shared at November PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons. The principal will meet with the instructional coach to determine if there are ways to provide support to teachers struggling to reference prior learning.
11/2/2020	11/13/2020	The principal and assistant principal will arrange for teachers needing additional support to visit the classrooms of teachers who are regularly making connections to prior learning during instruction.
11/30/2020	11/30/2020	The principal and assistant principal will analyze data from informal walkthroughs **focused on the ending of lessons and tying the learning back to the learning objective** from November to: 1) Determine the extent that prior learning has been referenced during

		walkthroughs and identify if any trends exist. 2) Determine if the classrooms that struggled to reference prior learning in the past had shown any improvement. 3) Determine if there are specific classrooms that could be used for intervisitations or modeled lessons. The schoolwide data will be shared at December PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons. The principal will meet with the instructional coach to determine if there are ways to provide support to teachers struggling to reference prior learning.
9/2/2020	12/23/2020	PLCs are embedded in the master schedule in cycles. Cycle A will focus on lesson planning for integration of Explicit Instruction and Reciprocal Teaching practices, as well as standards-based learning objectives. Cycles B and C will focus on deepening implementation of Reciprocal Teaching and Explicit Instruction. Cycle D will focus on data-driven discussions.

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
iReady Data	By January 2021, 35% of students will be at or above grade level in ELA and 25% of students will be at or above grade level in Math, as a result of implementation of reciprocal teaching and explicit instruction practices
Walkthrough data	75% of teachers will implement reciprocal teaching and explicit instruction (an increase from 60% in January 2020)

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
iReady Middle of the Year (MOY)	ELA - MOY: 30% of students at or above grade level % increase of 18% Math - MOY: 20% of students at or above grade level % increase of 16%	iReady ELA - 35% of students at or above grade level iReady Math - 25% of students at or above grade level

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**
1/4/2021	6/24/2021	Administrators will engage in at least 6 walkthroughs per week, focusing on collecting evidence of implementation of Explicit Instruction and Reciprocal Teaching practices
1/5/2021	1/5/2021	The principal and assistant principal will develop their walkthrough schedule for January, ensuring that the teachers that had difficulty referencing prior learning are visited at least once by each leader.
1/29/2021	1/29/2021	The principal and assistant principal will analyze data from informal walkthroughs **focused on student engagement with Reciprocal Teaching** from January to determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. This data will be shared at February PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons.
2/1/2021	6/25/2021	The principal, assistant principal, and Instructional Coach will highlight classrooms that feature effective implementation of prior learning in order to spark interest and encourage peer visitations. (Pineapple Tree)
1/18/2020	2/12/2020	Students will engage in MOY ELA and Math assessments. (Assessment calendar provided by District)
2/22/2020	2/26/2020	Administration and Instructional Coach will analyze the results to determine progress.
2/26/2021	2/26/2021	The principal and assistant principal will analyze data from informal walkthroughs **focused on student discussions with Reciprocal Teaching** from February to determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. This data will be shared at March PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons.
3/22/2021	3/26/2021	The principal and assistant principal will analyze data from informal walkthroughs **focused on student engagement and discussions with Reciprocal Teaching** from March to: 1) Determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. 2) Determine if the classrooms that struggled to reference prior learning in February had shown any improvement. The schoolwide data will be shared at April PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons. The principal will meet with the instructional coach to determine if there are ways to provide support to teachers struggling to reference prior learning.
4/30/2021	4/30/2021	The principal and assistant principal will analyze data from informal walkthroughs **focused on student independence with Reciprocal Teaching** from April to determine the extent that prior learning has been referenced during walkthroughs and identify if any trends exist. This data

		will be shared at May PLCs. The principal will also highlight any grade level that is consistently referencing prior learning as part of their lessons.
5/31/2021	6/4/2021	Administration will celebrate teachers who engaged in peer visitations and increased student engagement by using the strategy of Reciprocal Teaching.

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
Virtual learning environment	PD on how to incorporate the strategies of Reciprocal Teaching and Explicit Instruction in the virtual classroom	August 2020 PDs, and continued discussion throughout PLCs
Google Classrooms	Develop collaborative teaching teams (classroom teachers, service providers) to avoid having students and families having to manage multiple google classrooms.	August-September 2020

School-Selected Tenet Goal: Chronic Absenteeism

DTSDE Pillar	1D Attendance
DTSDE Sub-Pillar	Proactive Emphasis Identifying and Responding to Areas of Need
June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By the end of the 2020-2021 school year, there will be, at most, a 14.8% chronic absenteeism rate (less than 18 days missed for the school year) school-wide.
Most Recent End-of-Year Data for the Same Measure as the Goal	The chronic absenteeism rate for the 2018-2019 school year was 24.4%.

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?)
The school has not been able to fully convey the importance of regular attendance to all families (negative impacts of chronic absenteeism on long-term education outcomes and acceptable vs unacceptable reasons for school absence).	This is most evident in 1st grade.
Although the school has attendance policies in place, positive attendance has not been fully realized by all students. The school continues to address the barriers students are encountering.	All grades, specifically students in grades 3-5

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
8/31/2020	9/1/2020	The Attendance Team will revise the chronic absenteeism informational brochure to share with families prior to the start of the school year and during parent events. Since Kindergarten is not mandated, information will be shared with Kindergarten families about the importance and expectations of Kindergarten.
9/3/2020	9/3/2020	The Attendance Team will create a plan of support for students and families that were chronically absent during the 2019-2020 school year. The plan will delineate attendance goals for each student as well as specific supports for the family (transportation information, attendance rate, wake up calls, etc.) SEL Team will be part of the plan. Classroom teachers will be notified of such plans via a spreadsheet.
9/2/2020	12/23/2020	Daily recognition of classes with perfect attendance and improved attendance via dismissal announcements
9/7/2020	9/11/2020	Attendance Team catalogues and investigates all student "no-shows" to

		determine enrollment status
9/23/2020	9/23/2020	At Open House, the Attendance Team will present information to parents about the importance of researched-based consequences of chronic absenteeism and provide contact information for families who require support or would like further information.
10/1/2020	12/23/2020	The Attendance Team will collect data on a bi-weekly basis of individual student attendance trends to identify those students beginning to demonstrate chronic absenteeism. Attendance Team will: 1- contact the family/guardians of these students to determine root cause of absences and provide support as needed, 2- discuss with chronically-absent students and students who are approaching the chronically absent designation how the school can help them improve their attendance, 3 - develop individualized plans for each student based on their needs and share these plans with families and students.
10/5/2020	10/5/2020	At faculty meeting, Attendance team reviews procedures and protocols related to attendance: Attendance team members and how to contact, expectations for parental contact and documentation (PLP), tiered response system for students trending towards chronic absenteeism
10/8/2020	10/8/2020	First school-wide assembly celebrating classes with 95% or better attendance and awarding class with best monthly attendance with a party (e.g. pizza, ice cream) [Repeated Monthly]
10/13/2020	10/13/2020	Students with perfect attendance for previous month will be invited to celebration with principal and Attendance Team. [Repeated Monthly] Beginning in November, students with the most improved attendance will also be celebrated.
10/1/2020	12/23/2020	The Attendance Team will maintain records of students identified as at-risk for chronic absenteeism on a weekly basis. Those students whose attendance rate does not show improvement will ascend to additional tiers of intervention (home visits, attendance intervention plans, community agency involvement)

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 records	By January 2021, our attendance records will indicate that we have 82 (82/554* = 14.8%) or less students who have accumulated 9 or more days absent (placing them on trend toward a chronic absenteeism designation). *Number will be recalculated when we have the total number of students for the 2020-2021 school year.

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
1/4/2021	6/24/2021	Continued attendance sessions at School and Family Functions to inform the families of the importance of attendance and offer supports as needed
1/4/2021	6/24/2021	Continued monthly attendance awards ceremonies, pizza celebrations and Perfect attendance awards
1/4/2021	6/24/2021	Continuation of bi-weekly collecting and analyzing attendance data, monitoring frequent flyers
1/4/2021	6/24/2021	Continuation of weekly attendance meetings with Attendance Team to analyze attendance data and address cases with continued attendance concerns
1/4/2021	6/24/2021	Attendance Team maintains records of community agency involvement/assignments and follows-up with them for support if school-based interventions are not leading to demonstrable 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
Parents may not feel comfortable sending their students to school given the existing climate.	A blended model of school, opportunities to engage in school assignments at home, ensuring parents of proper sanitizing protocols in school buildings	Ongoing

Access to devices and appropriate WiFi access for all students	Work with school district leaders to address the need to supply all students with a device to that students engage in virtual/distance learning opportunities	
School Supplies for distance learning	General supply list will be created (pencils, crayons, highlighters, dry erase board, etc.) and the district's office of Equity and Access will work with our school to make provisions to obtain supplies for students.	
Parent request for virtual instruction related to COVID-19 concerns and not wanting to send child to school	School will work collaborative with district officials to make decisions on how to support families who would prefer distance learning	As needed

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*
Students in Grades 3-5	Students treat each other with respect in our school.	70% of students will strongly agree and/or agree in response to this question.	53% of students in grades 3-5 agreed with the survey question, "At this school, students are respectful of each other." on results from 2020.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Due to the change to remote learning, the school has not fully implemented the RULER strategies that will cause students to pause and think before they act.
Based on survey data, students do not feel they are respected by all of their peers.

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**
9/1/2020	9/1/2020	Returning and new faculty will receive refresher courses on RULER (Recognize, Understand, Label, Express, and Regulate emotions) training, with focus on continued implementation of the Meta Moment (taking a moment to think of your best self, before action is taken). Pamphlets will be distributed with summarized RULER information and suggestions.
9/2/2020	12/23/2020	School-wide "Monthly Character Trait" recognizing exemplary student demonstration of prosocial behaviors. Some values that are included are respect, perseverance, resilience, and empathy.
9/2/2020	9/11/2020	Teachers will introduce the Mood Meter and Classroom Charter (from RULER) in the classrooms. The Mood Meter helps students identify their current state of mind, which is the first step in being able to regulate their emotional state. The Classroom Charter is developed by students to create appropriate norms for the classroom, which helps foster an environment in which they would feel most comfortable and productive.
9/23/2020	9/23/2020	At Open House, the SST will present information to parents about the importance of social emotional learning on student academic and career success.
10/5/2020	10/9/2020	The Meta Moment will be re-introduced in classrooms by the SEL team to provide a resource for students to pause before acting.

10/5/2020	12/23/2020	Administration and SEL will conduct bi-Weekly walkthroughs in approximately 50% of classrooms to monitor fidelity of RULER implementation. Walkthrough data will be shared with SST. SST will share data with the faculty and staff during faculty meetings.
10/5/2020	12/23/2020	Monthly analysis of SEL walkthrough data to identify classrooms/individuals in need of additional training, support, and/or guidance
10/5/2020	12/23/2020	Referral data will be analyzed monthly in order to monitor student behaviors and help gauge issues of respect. Students who are identified at-risk for demonstrating patterns of behavior involving intimidation or bullying will meet with the school psychologist to determine triggers and root causes of the behavior. Individualized plans will be created with the students and monitored on a bi-weekly or monthly basis.
11/2/2020	12/23/2020	Teachers/classrooms identified as in need of support will receive direct consultation with SEL members
12/7/2020	12/11/2020	SEL Team will review referral data and DASA reports and identify at-risk students who demonstrate patterns of behavior involving "Intimidation/Bullying" as either an offender or victim
12/7/2020	12/11/2020	Conduct first student focus group to monitor student perceptions of the school's social/emotional supports

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.
Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Survey	By January 2021, 63% of students will strongly agree and/or agree in response to this question.

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**
1/4/2021	1/8/2021	Teachers will revisit the Classroom Charters with students and revise as needed.
1/4/2021	1/8/2021	Students will engage in a survey about the perceptions of the school's social/emotional supports.
1/11/2021	1/15/2021	SEL Team will use the results of the student focus group and the survey to guide types of ongoing supports needed in classrooms.
1/4/2021	1/29/2021	SEL Team will attend grade-level PLC meetings to assess individual needs related to the social/emotional curriculum and additional supports needed
1/11/2021	6/24/2021	Administration and SEL will conduct bi-Weekly SEL walkthroughs to monitor fidelity of RULER implementation. Walkthrough data will be shared with SST. SST will share data with the faculty and staff during faculty meetings.
1/4/2021	6/24/2021	Continuation of School-wide "Monthly Character Trait" recognizing exemplary student demonstration of prosocial behaviors.
1/4/2021	6/24/2021	Teachers/classrooms will continue to receive direct consultation and support from SST members on RULER implementation as identified by requests, walkthrough and survey data
1/11/2021	6/23/2021	Referral data will be analyzed monthly in order to monitor student behaviors and help gauge issues of respect.
6/14/2021	6/18/2021	Students will engage in a final survey about the perceptions of the school's social/emotional supports.
6/21/2021	6/23/2021	Conduct second student focus group to monitor student perceptions of the school's social/emotional supports
6/24/2021	6/25/2021	Analysis of focus group and survey data to plan next steps for September 2021

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**
Creation of Class Charters that can be implemented both in school and through distance learning.	The Student Support Team will work collaboratively with teachers to assist them as they create charters with students.	September 2020
Continued implementation of RULER through a virtual setting	Students and their families will need strategies that will help them implement RULER at home.	September 2020

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

5. Ⅹ 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).