



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
AECS	Owasco Elementary	Jonathan Roberts, Interim	K-6

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
SWD	2	2	2		2	3

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
<i>Example: 3/6/20</i>	x	x			
6/19/2020	x	x			
6/26/2020			x	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	Co-Teachers of Integrated Co-Teaching and Consultant models were represented on the SCEP Team.
Parents with children from each identified subgroup	There was parent representation on the SCEP team who has children identified as Students with Disabilities.
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		6/1 9/2 020	6/2 6/2 020									
Jonathan Roberts	Principal, Interim	x	x									
Abigail Adams	Director	x	x									
Sarah Green	Assistant Principal	x	x									
Brandi Bouley	Teacher	x	x									
Christina Lupo	Library Media Specialist	x	x									
Noel Romeo	Parent	x										
Casey Carey-Dixon	Social Worker	x	x									
Jennifer Testa	Teacher	x										
Tracy Barbuto	Teacher	x	x									
Michelle Kolceski	Director	x	x									

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	
SCEP Goal(s) this strategy will support	

*** 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	Goal writing and monitoring with Read 180	
SCEP Goal(s) this strategy will support	By June of 2021, the school leadership will monitor individual student ELA goal setting expectations for 100% of students as evidenced by goal setting documentation and school leader conversations with students.	
Clearinghouse used and corresponding rating		
<input checked="" type="checkbox"/>	What Works Clearinghouse	
	<input checked="" type="checkbox"/>	Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/>	Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work	
	<input type="checkbox"/>	Rating: Top Tier
	<input type="checkbox"/>	Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development	
	<input type="checkbox"/>	Rating: Model Plus

	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

School-Identified

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

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 or Tenet 2 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
2D		By June of 2021, the school leadership will monitor individual student ELA goal setting expectations for 100% of students as evidenced by goal setting documentation and school leader conversations with students.	0% of teachers used goal setting with their students including goal setting resource in STAR

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?)
Lack of consistency in the school building among school leadership	no
Limited training in the use of DIBELS and STAR	no

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
September, 2020	October, 2020	Teachers will receive professional development in the use of STAR goal setting.
August, 2020	October, 2020	Teachers will receive professional development in STAR.
October, 2020	January, 2021	Data will be analyzed from STAR (1-6) and DIBELS (K-2).
September, 2020	October, 2020	Teachers will develop ELA goal setting benchmarks as per grade level.
October, 2020	October, 2020	Teachers will meet with students to develop ELA goals for benchmark.
November, 2020	January, 2021	Teachers will meet with students to review ELA goals.
October, 2020	October, 2020	Teachers, with students, will develop an individual ELA goal setting visual for student monitoring.
October, 2020	January, 2021	Grade level teachers will meet quarterly to discuss goal setting and monitoring with principal and support staff.
October, 2020	January, 2021	Principal will meet with grade level teachers to discuss target students.
October, 2020	January, 2021	Teachers will engage in coaching cycles with instructional coaches.
October, 2020	January, 2021	Teachers will incorporate goals during their classroom morning meetings.

October, 2020	January, 2021	School leaders will perform walk-thrus to monitor student knowledge of individual ELA goals.
August, 2020	January, 2021	School leadership to meet with PBIS committee to incorporate “Show What You Know” theme.

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
STAR	100% of teachers will have established ELA goals with targeted students.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January, 2020	June, 2021	Teachers and school leadership monitoring of ELA goals with students.
January, 2020	January, 2021	Teachers administer DIBELS and STAR Assessments.
January, 2020	June 2021	Decorate bulletin board “Show What You Know” to celebrate students meeting their goals.
January, 2020	May, 2020	Teachers will engage in coaching cycles with instructional coaches.
January, 2020	June, 2021	Teachers will adjust ELA goals with students who have previously met their goals.
May, 2020	May, 2021	Teachers administer DIBELS and STAR Assessments.
May, 2020	June, 2021	School leadership and PBIS committee develop end of year celebration.

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
Assess students using DIBELS/STAR	Work with CI team to develop a plan to assess virtually.	September 2020
Meet with students for goals	Teachers to communicate with students via email, Zoom or Google Meet.	October 2020
Monitor student progress	Meet with CI team to develop monitoring tool that would be best used virtually.	September 2020

Tenet 3 or 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
4G		By June 2021, at least 65% of students will demonstrate growth by achieving a student growth percentile (SGP) of 50 or higher on STAR Reading or Early Literacy.	56% of students that were administered the mid-winter STAR Reading assessment demonstrated SGP of 50 or higher. 51% of students tested on DIBELS assessment reached core level on mid-winter assessment.

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?)
Students not understanding the relevance of data gathered by STAR assessments.	No
Aspects of STAR program not being utilized for goal setting/ instruction.	No

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
October, 2020	June, 2021	Share and explain STAR program and data to parents.
September, 2020	October, 2020	Teachers will access and analyze incoming classroom STAR data.
November, 2020	January, 2021	Teachers plan differentiated instruction/intervention based on assessment results.
October, 2020	January, 2021	Teachers will monitor assessment data at team meetings.
September, 2020	September, 2020	Baseline STAR testing conducted.
October, 2020	October, 2020	Baseline STAR results shared with students.
October, 2020	January, 2021	Utilize STAR PD to inform instruction.

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
STAR	Students take a second STAR assessment.
Student meetings	100% of teachers and students will conference about Fall and Winter benchmark data.
STAR/DIBELS	100% of teachers use assessment data to inform their instruction.

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
STAR	56% of students that were administered the mid-winter STAR reading assessment demonstrated SGP of 50 or higher.	25% of students will demonstrate growth by achieving a student growth percentile (SGP) of 50 or higher on STAR Reading or Early Literacy.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January, 2021	May, 2021	Teachers meet during team planning time to analyze Fall and Winter benchmark data.
January, 2021	June, 2021	Teachers utilize STAR PD to inform instruction.
January, 2021	June, 2021	Teachers will use assessment data to regroup and differentiate instruction according to new assessment results.
January, 2021	June, 2021	Students will use developed tracking templates to monitor their individual progress.
February, 2021	May, 2021	Teachers will conference with students about their data, goals and progress.

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
Administration of baseline assessments and progress monitoring.	Creation of a virtual testing calendar.	August 2020
Exaggerated academic deficits as a result of distance learning.	Review and monitor STAR data early in the year to determine student starting point. Use assessment results to differentiate accordingly.	October 2020
Poor student attendance.	Utilize support staff for family outreach and COVID safety education.	September 2020

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
6B		In the 2020-2021 Math and ELA state assessments, there will be an increase of participation of 20%-25% as evidenced by state assessment participation rate.	On the 2018-2019 state assessments 53.6% of 3-6 students took the ELA. On the 2018-2019 state assessments 50.9% of 3-6 students took the 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?)
State-wide opt-out movement	Grades 3-6
Wrong information regarding the test	Grades 3-6
Test taking anxiety of students	No

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
August, 2020	January, 2021	SCEP team to share SCEP process, goals and action steps with faculty.
September, 2020	January, 2021	SCEP goals shared with community in first newsletter.
August, 2020	September, 2020	Parent handout developed highlighting information regarding the test.
October, 2020	January, 2021	Parent information is distributed and discussed during Open House.
September, 2020	October, 2020	Develop handout of tips for the test.
September, 2020	January, 2021	Incorporate "Show what you know" theme throughout the building.
October, 2020	January, 2021	Staff and students create pep rally video.
November, 2021	November, 2021	PBIS team holds an assembly to recognize achievement and effort of students and encourage testing participation. The team reviews plans for incentives and celebrations.
September, 2020	January, 2021	Make connection with STAR/DIBELS data with projection of state assessment to students and parents.
September, 2020	January, 2021	Meet with PBIS committee to incorporate "Show what you know" theme.

October, 2020	January, 2021	Meet with grade level parents 3-6 during a coffee hour before school with a grade level teacher to discuss test.
December, 2020	January, 2021	Make proactive calls from a list of students that have not taken the test in the past.
September, 2020	January, 2021	Every monthly newsletter to have piece on state assessment.
October, 2020	January 2021	Put parent information of test on website.

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
Communication log	100% of the Owasco community will receive communication regarding math and ELA assessments a minimum of 5 times.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January, 2021	June, 2021	Incorporate the "Show what you know" theme in collaboration with the PBIS committee.
February, 2021	June, 2021	Share pep rally video on website.
February, 2021	February, 2021	Develop survey regarding community communication including information on the test.
March, 2021	March, 2021	Put out survey to the community.
March, 2021	March, 2021	PBIS team holds an assembly to recognize achievement, growth and effort of students and encourage testing participation. The team reviews plans for incentives and celebrations.
April, 2021	April, 2021	Student support staff to call families that are deciding to opt out based on survey data.

June, 2021	June, 2021	End of year celebration that highlights student growth and achievement.

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
PBIS Assemblies	Plan for virtual assemblies.	October 2020
NYS participation rate data.	Follow state guidance.	20-21 school year

School-Selected Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Teachers	We have an effective system for developing and building student social-emotional health.	On the 2020-2021 survey results, 40% of staff will report that “we have an effective system for developing and building student social-emotional health”.	According to the staff survey given in 2018-2019 17.6% of staff reported that “we have an effective system for developing and building student social-emotional health”.

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?)
Increase in mental health needs for students	whole school
Staffing changes	whole school
Lack of administrative consistency & communication	whole school

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
August 1, 2020	August 30, 2020	Hire Teaching Assistant to support the BIC room.
August 1, 2020	September 4, 2020	Establish protocol for students in crisis or in need of mental health support.
August 1, 2020	September 4, 2020	Establish BIC room log for data tracking.
August 1, 2020	September 4, 2020	Establish BIC room protocol.
August 1, 2020	September 4, 2020	Training for BIC room staff in protocol.
August 1, 2020	1/30/2021	TCIS training for Emergency Response Team & BIC room staff.
December, 2020	December 23, 2020	Create a google form survey to determine what staff perceive about the above action steps.
August 1, 2020	October 1, 2020	Establish a team of staff members for completion/monitoring of action steps.
October, 2020	December 23, 2020	Hold weekly RTI meeting for data review, goal setting and action planning for individual students.

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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
January Google Form	According to the Owasco Staff Google Form distributed in January 2021, 100% of staff will state that they are familiar with the protocol for a student in crisis and BIC room protocol.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January 7, 2021	January 7, 2021	Distribute survey to staff at faculty meeting.
January 11, 2021	January 22, 2021	Analyze data from survey and update action plan.
January, 2021	May, 2021	Hold weekly RTI meeting for data review, goal setting and action planning for individual students.
February 1, 2021	February 12, 2021	Determine which staff members need TCIS training.
February 1, 2021	February 26, 2021	Analysis of district SEL curriculum to determine staff and student needs.
March 1, 2021	March 26, 2021	Teacher team will meet to review and adjust procedures as necessary.
February 12, 2021	February 26, 2021	Develop plan to train staff as necessary.
March 1, 2021	March 19, 2021	Develop of staff, student, and community survey.
April 1, 2021	April 30, 2021	Distribute staff, student, and community survey.
May, 2021	May, 2021	Analyze staff, student, and community survey.

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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
Committee members meeting for establishing protocols	Meetings via zoom	Plan updated September 2020
Staff training	Trainings via zoom	Plan created by October 2020
Identifying and meeting students SEL needs	Implement virtual student supports protocol and procedures.	October 2020

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
1B		By June 2021, 100% of educators will make use of the district tiered approach to Response to Intervention for at risk students as evidenced by meeting minutes.	During the 2019-2020 school year a total of three Response to Intervention meetings were held.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Due to continuous change in leadership, a consistent system has not been put into place.
There has not been a consistent system used district-wide

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
August, 2020	August, 2020	RTI Chair Person hired.
September, 2020	September, 2020	School leadership team will review criteria and required data needed for identifying students in need of RTI referral.
September, 2020	September, 2020	School leadership team will review current district form(s) with all teachers and will offer individual guidance for referring teachers.
October, 2020	January, 2020	Professional development provided to teachers on available and appropriate evidence based interventions.
October, 2020	January, 2020	School leadership team will provide training and support to develop, implement, and set goals/targets for differentiated academic interventions and enrichment opportunities for identified students.
October, 2020	January, 2020	School leadership team will schedule and conduct RTI meetings for identified students with teachers and support staff.
October, 2020	January, 2020	School leadership will assist staff in making a plan for monitoring, evaluating, and adjusting interventions and enrichment opportunities for students.
October, 2020	December, 2020	Hold weekly RTI meeting for data review, goal setting and action planning for individual students.

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
Meeting minutes	80% of teachers will have brought at least one student forward to the RTI process.

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? <i>(add additional rows as needed)</i>		
Start	End	Action
January, 2021	January, 2021	School leadership team will collect, analyze, and share data gathered from staff survey.
January, 2021	May, 2021	Hold weekly RTI meeting for data review, goal setting and action planning for individual students.
January, 2021	May, 2021	Teachers will engage in coaching cycles with the instructional coach.
February, 2021	June 2021	School leadership team and literacy coach will continue to work with teachers to provide guidance and professional development for teachers on specific areas of improvement needed.
February, 2021	June, 2021	Professional development will continue to be provided to teachers on available and appropriate evidence based interventions.
February, 2021	June, 2021	School leadership team and literacy coach will continue to provide training and support to develop, implement, and set goals/targets for differentiated academic interventions and enrichment opportunities for identified students.
February, 2021	June, 2021	School leadership will continue to schedule and conduct RTI meetings for identified students with teachers and support staff.
February, 2021	June, 2021	School leadership will continue to assist staff in making a plan for monitoring, evaluating, and adjusting interventions and enrichment opportunities for students.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Weekly RTI Meeting	Plan for virtual meetings.	October 2020

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).