New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Ogdensburg City School District	Ogdensburg Free Academy	Dave Price/Cindy Tuttle	7-12

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	2	1	1	n/a	2	4

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:

- Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
- Determining priorities and goals based on the needs identified
- Identifying an evidence-based intervention
- Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
- 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	Step 5: Identifying a plan to communicate the priorities with different stakeholders
May 27, 2020	X		X		
May 29, 2020	X		X		
June 2, 2020		X		X	X
June 3, 2020		X		X	X
June 8, 2020		X		X	X
June 17, 2020				x	
June 19, 2020				x	
June 24, 2020				x	
July 7, 2020				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	

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
		5/27	5/29	6/02	6/03	6/08	6/17	6/19	6/24	7/7	
Katie Geary	Parent				X						
Jacquelyn Kelly	Assistant Superintendent	X	X	X	X	x	x	x	x	x	
Cassandra LaRock	Special Education Teacher				X						
Benjamin Mathews	English Teacher - Middle School				X						
David Price	Grades 7+8 Principal			X	X					x	
Katrina Putman	Counselor				X						
Katelyn Reed	Student				X						
Kathleen Swan	Math Teacher - High School				X						
Cynthia Tuttle	Grades 9-12 Principal			X	X					x	

Roberta Stillin-Dowman	Title I Coordinator	X	X	X	X	x	x	x	x	x	

Evidence-Based Intervention

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

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

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

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

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

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

☒ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Principal Leadership Development
SCEP Goal(s) this strategy will support	Goal 2: By June 2021, school leaders will conduct classroom visits and provide actionable feedback to all ELA and math teachers a minimum of four times leading to 90% of classroom visits showing evidence of the effective implementation of the priority instructional (learning targets, bell ringers and check for understanding) strategies, as evidenced by the look-for tool. Goal 3: By June 2021, a minimum of 85% of teachers will have lesson plans that demonstrate the effective use of the new priority lesson elements (learning targets, bell ringers, and checking for understanding) as evidenced by the lesson plan look-for tool. Goal 4: By June 2021, teachers will implement lessons that include the school's priority student engagement strategies in a minimum of 80% of

	lessons, as evidenced by informal classroom visit data.

☐ **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 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
1D:Attendance		By June 2021, the chronic absenteeism rate for all students in grades 7-8 will be less than 8.9%	The baseline chronic absenteeism rate for all students in grades 7 and 8 according to the ESSA data was 9.6%

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?)
With the increase in the chronic absenteeism rate to 13.2% (by March 2020) there are concerns that inaccurate data and reporting may have caused that increase.	No
The school does not have consistent practices for mentoring at-risk students to explicitly motivate students and families to encourage good attendance.	No
The school does not have a system to evaluate the effectiveness of current supports to determine whether adjustments to individual student plans are needed.	N0

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**
1	7/20	8/20	During the summer the school leaders will review and analyze 2019-2020 attendance data to develop lists to include: ● returning students and incoming 7th grade students who were chronically absent for Tier 3 support. ● returning students and incoming 7th grade students who were absent between 10 and 12 days for Tier 2 support.
2	7/20	8/20	School leaders and the Child Study Team (CST) will work toward developing the following supports: ● Tier 3 supports will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. ● Tier 2 supports will involve communicating to the student's teachers that the child is potentially at-risk for chronic absenteeism.

			- all teachers will be reminded that attendance should be supported by positively reacting to the student's presence in the class. - teachers will establish contact early and often with families of students with multiple absences.
3	7/20	8/20	School leaders send a survey to obtain feedback from mentors from the period September 2019 - March 2020 and during the COVID-19 pause from March - June 2020.
4	7/20	8/20	School leaders will ask for volunteers to mentor at-risk students and they will be provided a stipend.
5	8/20	9/20	School leaders will meet to develop mentoring roles, responsibilities and expectations to include: - participation in all required professional development. - meeting weekly with identified chronically absent students. - completing and submitting a monitoring form. - following practices described in the *Check and Connect* intervention model with a focus on student engagement and intervention. - being actively involved with the family in the "relationship based" model as described in the *Check and Connect* model, to include outreach to families.
6	8/20	8/20	The school will send 3 or 4 teachers and a school leader or designated Child Study Team (CST) leader to virtual training on Check and Connect for mentors. Stipends will be paid for training.
7	9/20	9/20	The school leaders will review with all staff the procedural paperwork for attendance reporting in accordance with the current code of conduct at the September staff development day.
8	9/1/20	9/30/20	By mid-September, the school leaders will assign mentors to the identified Tier 3 students.
9	9/1/20	9/30/20	During September, a school leader or a designated leader from the CST will work with mentors to explain the roles, responsibilities, and expectations.
10	9/20	1/21	Beginning in September and throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent follow-up contact will be made by phone. If needed, a meeting with parents will be arranged.
11	9/1/20	9/30/20	The Child Study Team (CST) will use the list of identified students with chronic or problematic attendance rates to determine barriers and concerns to provide needed interventions and supports. The CST will meet monthly to: - review attendance notification procedures. - discuss social emotional needs of the students.
12	10/20	10/20	The Child Study Team (CST) will meet to: review attendance reporting in SchoolTool for accuracy.

			● review attendance data and identify students who have been absent for 2-3 days to see if they need Tier 2 support. ● contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. ● review the attendance of those receiving Tier 2 and 3 supports and consider moving any student in Tier 2 to Tier 3 or adding more intense supports.
13	10/20	1/21	Throughout the year, the Child Study Team (CST) will celebrate students with improved attendance.
14	10/20	1/21	Throughout the year, the Child Study Team (CST) will recognize mentors who have contributed to helping improve student attendance.
15	11/20	11/20	The Child Study Team (CST) will meet to: ● review attendance reporting in SchoolTool for accuracy. ● review attendance data and identify students who have been absent for 4-5 days to see if they need Tier 2 or 3 support. ● contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. ● review the attendance of those receiving Tier 2 and 3 supports and consider moving any student in Tier 2 to Tier 3 or adding more intense supports. ● share attendance data with the assigned mentor to determine if additional supports are needed. ● review data to see how the school is progressing toward the mid-year benchmark and share with staff at a faculty meeting.
16	12/20	12/20	The Child Study Team (CST) will meet to: ● review attendance reporting in SchoolTool for accuracy. ● review attendance data and identify students who have been absent for 6-7 days to ensure Tier 2 or 3 is provided. ● contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. ● review the attendance of those receiving Tier 2 and 3 supports and consider moving any student in Tier 2 to Tier 3 or adding more intense supports. ● share attendance data with the assigned mentor to determine if additional supports are needed.
17	1/21	1/21	The Child Study Team (CST) will meet to: ● review attendance reporting in SchoolTool for accuracy. ● review attendance data and identify students who have been absent for 8-9 days. ● contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers.

			● review the attendance of those receiving Tier 2 and 3 supports and consider moving any student in Tier 2 to Tier 3 or adding more intense supports. ● share attendance data with the assigned mentor to determine if additional supports are needed. ● review data to see how the school is progressing toward the mid-year benchmark and share with staff at a faculty meeting.

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**
SchoolTool attendance data	By January 2021, no more than 8.9% of students in grades 7-8 will have 7 or more absences.

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**
18	1/2021	6/21	Throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent meetings are requested, as needed.
19	1/21	6/21	Throughout the year, the Child Study Team will celebrate students with improved attendance.
20	1/21	6/21	Throughout the year, the Child Study Team will recognize mentors who have contributed to helping improve student attendance.
21	1/30/21	2/10/21	The Child Study Team (CST) will meet to: ● review attendance reporting in SchoolTool for accuracy.

			- review attendance data and identify students who have been absent for 10-11 days. - contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. - review the attendance of those receiving Tier 2 and 3 supports and consider moving any student in Tier 2 to Tier 3 or adding more intense supports. - share attendance data with the assigned mentor to determine if additional supports are needed. - review data to see how the school is progressing toward the goal and share with staff at a faculty meeting.
22	3/21	3/21	The school leaders will meet with the mentors to: - review roles, responsibilities, and monitoring form. - discuss progress and concerns about the chronically absent at-risk students.
23	3/21	6/21	Monthly, the Child Study Team (CST) will meet to: - review attendance reporting in SchoolTool for accuracy. - use Data Warehouse reports to identify students with chronic or problematic attendance rates (12 or more) to identify barriers and concerns. - staff will continue with identified supports. - Tier 2 or 3 interventions and supports will be adjusted as needed. - team members or mentors will continue to reach out to families.
24	3/21	6/21	Any child that records a 15th day of absence will be placed on a priority list. The CST will identify a series of strategies to ensure that the child limits future absences.
25	6/21	6/21	The school leaders will meet with the mentors to: discuss the strengths and identify needs of the mentoring program and how it impacted the chronically absent at-risk 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. *(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*
Developing best practices for mentoring students that are not virtually connected	CST discusses multiple methods of communication	August 2020

Determining methods for tracking attendance when classes are virtual	CST with the CIO and technology coach will explore options	August 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
2D:Provides High Quality Instructional Leadership		By June 2021, school leaders will conduct classroom visits and provide actionable feedback to all ELA and math teachers a minimum of four times leading to 90% of classroom visits showing evidence of the effective implementation of the priority instructional strategies (learning targets, bell ringers and check for understanding), as evidenced by the look-for tool.	Priority instructional strategies were seen being used effectively in 25% of ELA and math classrooms visited in 2019-2020.

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?)
School leaders find it challenging to visit classrooms frequently because informal visits are not purposely scheduled or seen to be useful in changing instruction.	No
School leaders struggle with how to effectively and efficiently provide feedback due to a lack of leadership training and support.	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**
1	7/1/20	7/31/20	The school leaders will participate in the Leveraged Leadership Program to: • develop and refine their leadership skills. • learn how to provide targeted (both verbal and written) feedback. • build skills to effectively coach teachers through the use of actionable feedback. • role play using newly developed skill set.
2	7/1/20	7/31/20	The school leaders, with the support of the leadership consultant, will: • discuss and review the priority strategies (learning targets, bell ringers and check for understanding) and the June 2021 SMART Goal. • revising the look-for tool with 3 point rubric.

3	8/1/20	8/31/20	The school leaders will participate in the Leveraged Leadership Program to: • develop and refine their leadership skills. • learn how to effectively communicate during high stakes and challenging conversations. • build the skills to recognize the power of relational skills. • role play using newly developed skill set.
4	8/1/20	8/31/20	The leadership consultant, in discussion with the school leaders, will: • identify school leaders' needs based on the leadership consultant's review of 19-20 APPR feedback of ELA and math teachers to provide focused support.
5	9/20	9/20	At the beginning of the year staff development day, the school leaders will share with staff the: • priority strategies. • look-for tool. • June 2021 SMART goal
6	9/20	9/20	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on learning targets within a week of visit.
7	10/20	10/20	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on learning targets within a week of visit.
8	10/30/20	10/31/20	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on learning targets to norm expectations and feedback.
9	10/30/20	10/31/20	The school leaders will participate in the Leveraged Leadership Program to: • develop and refine their leadership skills. • use leadership skills of influence in a group setting. • learn how to and the importance of creating sustaining systems. • role play using newly developed skill set.
10	11/30/20	12/15/20	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews (ELA and math), using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: • review look-for data. • discuss observations. • determine possible actionable feedback that can be provided to the teachers based on observations. • identify school leader needs to provide focused support.
11	11/30/20	12/15/20	The school leaders will participate in the Leveraged Leadership Program to: • develop and refine their leadership skills. • discuss progress and continue to develop skills to create sustaining systems.

			• role play using newly developed skill set.
12	12/20	12/20	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on bell ringers within a week of visit.
13	1/21	1/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on bell ringers within a week of visit.
14	1/30/21	1/31/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on bell ringers to norm expectations and feedback.
15	1/30/21	1/31/21	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: • review look-for data. • discuss observations. • determine possible actionable feedback that can be provided to the teachers based on observations. • identify school leader needs to provide focused support. • review progress towards the goal.

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
Look-for tool data	By January 2021, school leaders will conduct classroom visits to ELA and math teachers provide actionable feedback a minimum of two times leading to 60% of classroom visits showing evidence of the effective implementation of the priority strategies, as evidenced by the look-for tool.

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**
16	2/21	2/21	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on check for understanding within a week of visit.
17	3/21	3/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on check for understanding within a week of visit.
18	3/30/21	4/1/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on check for understanding to norm expectations and feedback.
19	3/30/21	4/1/21	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: • review look-for data. • discuss observations. • determine possible actionable feedback that can be provided to the teachers based on observations. • identify school leader needs to provide focused support.
20	4/21	4/21	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback on all priority strategies within a week of visit.
21	5/21	5/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on all priority strategies within a week of visit.
22	5/30/21	6/1/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on all priority strategies.
23	5/30/21	6/1/21	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: • review look-for data. • discuss observations. • determine possible actionable feedback that can be provided to the teachers based on observations. • identify school leader needs to provide focused support. review progress towards goal.

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
Determining best methods for conducting walk through evaluations in a virtual setting	Professional development provided by leadership consultant	July and August 2020 and ongoing
Reinforcing the need to use the instructional priorities in a virtual setting	Professional development provided by leadership consultant and instructional coaches	July and August 2020 and ongoing
Sharing exemplars for virtual teaching and continued coaching from instructional coaches	Professional development provided by leadership consultant and instructional coaches	July and August 2020 and ongoing

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
3D:Lesson Focus and Organization		By June 2021, a minimum of 85% of teachers will have lesson plans that demonstrate the effective use of the new priority lesson elements (learning targets, bell ringers, and checking for understanding) as evidenced by the lesson plan look-for tool.	In 2019-2020, 20% of lesson plans included newly identified priority elements.

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?)
School leaders have not had the PD and support to make developing a system for monitoring lesson plans a priority for the school.	No
The district does not have a requirement that teachers use any particular lesson planning format. As a result, many lesson plans do not explicitly include all components that align with the school's priorities.	No
Not all teachers have been trained to establish standards-based learning targets. As a result, not all teachers understand the value of including standards-based learning targets that are explicitly communicated to students during daily lessons.	No
There are grade level standards from the 2019-20 school year that have not been addressed. As a result, the curriculum as it stands for the 2020-21 school year does not explicitly address those gaps.	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**
1	7/20	8/20	Grades 7 and 8 ELA, math, and science teachers (and high school teachers based on identified need) will work with instructional coaches to identify foundational skills that address gaps in curriculum due to COVID-19. Teachers will use these foundational skills to identify learning targets and update curriculum maps.
2	7/20	8/20	Instructional coaches will model how to embed the instructional priority strategies in the lesson plans for on-site and blended learning.
3	7/20	8/20	Teachers will be meeting remotely this summer by content area to identify foundational skills, learning targets, and curriculum maps for on-site and remote/virtual learning.

4	7/20	8/20	During the summer the school leaders, leadership consultant and instructional coaches will revise the look-for tool with 3 point rubric that includes the new priority elements (learning targets, bell ringers and check for understanding) to be included in lesson plans.
5	8/20	8/20	During the summer, the school leaders will reconvene the Instructional Leadership Team (ILT) made up of the principals and teachers representing grades 7-12 to discuss and review the new priority strategies and revised look-for tool.
6	9/20	9/20	During the beginning of the year staff meetings: • school leaders and ILT will share the priority lesson elements with the department heads and grade level leaders during the beginning of the year meetings. • department heads and grade level leaders in turn will share the lesson planning elements with all staff.
7	9/20	1/21	Teachers will submit weekly all lesson plans to the school leaders which include the new priority elements.
8	9/1/20	9/30/20	Starting in September the school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on learning targets. • share the completed look-for tool and rubric with the teacher
9	10/1/20	10/31/20	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed. • share the completed look-for tool and rubric with the teacher. • continue with the focus on learning targets • identify teachers that are having difficulty with developing effective learning targets and who received a level 1 on the rubric to arrange support from instructional coaches/leadership coach.
10	10/20	12/20	The instructional coach(es)/leadership coach will: • provide ongoing support to teachers through quarterly grade-level/department meetings. • provide one-to-one support by request or assignment by school leaders of teachers who received a level 1. • focus on learning targets.
11	11/30/20	12/15/20	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on learning targets. Any teachers who previously received a level 1 will have a lesson plan reviewed. • share the completed look-for tool and rubric with the teacher. • identify teachers that are having difficulty with developing effective learning targets and received a level 1 on the rubric to arrange support from instructional coaches/leadership coach.

			meet with leadership coach and instructional coaches to review data and progress towards the goal.
12	11/30/20	12/15/20	At the quarterly faculty meeting, the school leaders will: • share the look-for trend data. • arrange for best practices about lesson plan elements focused on learning targets to be shared by the instructional coach and/or teacher volunteers.
13	12/1/21	12/31/20	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on bell ringers. • share the completed look-for tool and rubric with the teacher.
14	12/20	1/21	The instructional coach(es) will: • provide ongoing support to teachers through quarterly grade-level/department meetings. • provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1 on the rubric. • focus on bell ringers.
15	1/21	1/21	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed. • share the completed look-for tool and rubric with the teacher. • continue the focus on the effective bell ringer strategies. • identify teachers that are having difficulty with developing effective bell ringers and receive a level 1 on the rubric and arrange support from the instructional coaches/leadership coach. • meet with leadership coach and instructional coaches to review data and progress towards the goal.
16	1/21	1/21	At the quarterly faculty meeting, the school leaders will: • share the look-for trend data. • arrange for best practices about lesson plan elements focused on bell ringers to be shared by the instructional coach and/or teacher volunteers.

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
Look-for tool data	By January 2021, a minimum of 55% of teachers will have lesson plans that include the priority lesson elements (learning targets, bell ringers

	and check for understanding) as evidenced by the lesson plan look-for tool.

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 math data - grades 7-8	23.1% of 7th and 8th grade students' performance fell below the 25th percentile rank.	Decrease the number of 7th and 8th grade students whose performance falls below the 25th percentile rank to less than 13.1%.
Star reading data - grades 7-8	33.5% of 7th and 8th grade students' performance fell below the 25th percentile rank.	Decrease the number of 7th and 8th grade students whose performance falls below the 25th percentile rank to less than 23.5%.

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**
17	1/21	6/21	Teachers will submit weekly all lesson plans to the school leaders which include the new priority elements.
18	1/21	2/21	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on check for understanding. • share the completed look-for tool and rubric with the teacher.
19	1/21	4/21	The instructional coach(es) will: • provide ongoing support to teachers through quarterly grade-level/department meetings. • provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1 on the rubric • focus on check for understanding.
20	3/21	4/21	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed. • share the completed look-for tool and rubric with the teacher. • focus on the effective check for understanding strategies.

			• identify teachers that are having difficulty with developing effective check for understanding and who receive a level1 to arrange support from instructional coaches/leadership coach. • meet with leadership coach and instructional coaches to review data and progress towards the goal.
21	3/21	4/21	At the quarterly faculty meeting, the school leaders will: • share the look-for trend data. • arrange for best practices about lesson plan elements focused on check for understanding to be shared by the instructional coach and/or teacher volunteers.
22	4/21	4/21	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with feedback on all priority strategies. • share the completed look-for tool and rubric with the teacher.
23	5/21	5/21	The school leaders will: • select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with feedback on all priority strategies. Any teachers who previously received a level 1 will have a lesson plan reviewed. • share the completed look-for tool and rubric with the teacher. • identify teachers that are having difficulty with effective lesson plans that include all of the priority strategies and receive a level 1 on the rubric to arrange support from instructional coaches/leadership coach. • meet with leadership coach and instructional coaches to review data and progress towards the goal.
24	5/21	6/21	The school leaders, instructional coaches and leadership coach will meet to discuss: • review data and progress towards the goal. • identify strengths and needs for planning for next SCEP.

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*
Developing best practices for planning for virtual teaching	Professional development provided by leadership consultant and instructional coaches (ELA, math, science, and technology)	July and August 2020 and ongoing

Identifying best virtual platforms to use for consistency purposes	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020
Training students on virtual platforms and technology use with a focus on organizational skills	Professional development to support the teachers with implementation of student training	August and 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
4E: Instructional Techniques that Deepen Engagement		By June 2021, teachers will implement lessons that include the school's priority student engagement strategies in a minimum of 80% of lessons, as evidenced by informal classroom visit data.	During the 2019 - 2020 school year, 40% of teachers included priority student engagement strategies in their lessons.

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?)
Classrooms are not consistently designed to encourage "student talk" or deepening engagement.	No
There's a lack of professional development on student engagement and a lack of consistent understanding of student engagement.	No
The school lacks a system for monitoring engagement in the classrooms.	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**
1	7/1/20	7/31/20	The leadership consultant with the school leaders and instructional coaches will: - discuss and review the priority strategy of student engagement and the June 2021 SMART Goal. - update the look-for tool with 3 point rubric.
2	8/20	8/20	During the summer, the school leaders will reconvene the Instructional Leadership Team (ILT) made up of the principals and teachers representing grades 7-12 to discuss and review the priority strategy of student engagement and revised look-for tool.
3	9/20	9/20	During the beginning of the year staff meetings: - school leaders and ILT will share the priority student engagement strategy with the department heads and grade level leaders during the beginning of the year meetings. - department heads and grade level leaders in turn will share the priority student engagement strategy with all staff.
4	9/1/20	9/30/20	Starting in September the school leaders will: weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.

			• share the completed look-for tool and rubric with the teacher.
5	10/1/20	10/31/20	The school leaders will ● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● share the completed look-for tool and rubric with the teacher. • identify teachers that are having difficulty with developing effective student engagement strategies and have a level 1 on the rubric.
6	10/20	10/20	The literacy coach will conduct a book study focused on engaging students in their own learning titled "Leaders of Their Own Learning" by Ron Berger.
7	10/20	12/20	The instructional coach(es) will: ● provide ongoing support to teachers through quarterly grade-level/department meetings. ● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1. ● focus on increasing types of student engagement.
8	11/30/20	12/15/20	School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews , using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: ● review look-for data from class visits. ● discuss observations. ● identify teachers that are having difficulty with implementing student engagement strategies and are receiving a level 1 on the rubric to arrange support from instructional coaches/leadership consultant. ● arrange professional development opportunities for all teachers addressing how to increase student engagement. ● review trend data from September - November and progress towards the mid-year benchmark to report at quarterly faculty meeting.
9	11/20	12/20	The leadership consultant will provide professional development on student engagement strategies to all teachers based on identified needs from the trend data.
10	11/20	1/21	School leaders and instructional coaches will arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement are present.
11	12/20	12/20	The school leaders will: ● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● conduct classroom visits to teachers receiving a level 1 at least twice a month. ● share the completed look-for tool and rubric with the teacher.

			• arrange support from instructional coaches for teachers struggling to deepen student engagement and who receive a level 1.
12	1/21	1/21	The school leaders will: ● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● revisit teachers that are having difficulty and receive a level 1. ● share the completed look-for tool and rubric with the teacher. • arrange support from instructional coaches for teachers struggling to deepen student engagement.
13	1/30/21	1/31/21	School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: ● review look-for data from class visits. ● discuss observations. ● identify teachers that are having difficulty with implementing student engagement strategies. ● arrange support from instructional coaches for struggling teachers. ● arrange professional development opportunities for all teachers addressing how to increase student engagement. ● review trend data from September - November and progress towards the mid-year benchmark to report at quarterly faculty meeting.
14	1/21	1/21	The leadership consultant will provide professional development on student engagement strategies to all teachers based on the identified needs from the trend data.
15	1/21	1/21	The instructional coach(es) will: ● provide ongoing support to teachers through quarterly grade-level/department meetings. ● provide one-to-one support by request or assignment by school leaders of teachers that received a level 1. ● focus on deepening student engagement.

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
Trend data collected from informal classroom visits	By January 2021, teachers will implement lessons that include the school's priority student engagement strategies in a minimum of 60% of lessons, as evidenced by informal classroom visit data.

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
Star math data - grades 7-8	23.1% of 7th and 8th grade students' performance fell below the 25th percentile rank.	Decrease the number of 7th and 8th grade students whose performance falls below the 25th percentile rank (students in the red) to less than 13.1%.
Star reading data - grades 7-8	33.5% of 7th and 8th grade students' performance fell below the 25th percentile rank.	Decrease the number of 7th and 8th grade students whose performance falls below the 25th percentile rank (students in the red) to less than 23.5%.

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**
16	2/21	2/21	The school leaders will: ● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● conduct classroom visits to teachers who received a level 1 at least twice a month. ● share the completed look-for tool and rubric with the teacher. ● arrange support from instructional coaches for teachers struggling to deepen student engagement and who receive a level 1.
17	2/21	2/21	The instructional coach(es) will: ● provide ongoing support to teachers through quarterly grade-level/department meetings. ● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1. ● focus on increasing types of student engagement. ● arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement in their own learning is present. ● teach exemplar lessons with high levels of student engagement.
18	2/21	2/21	The literacy coach will conduct a book study on "Leaders of Their Own Learning" by Ron Berger.
19	3/21	3/21	The school leaders will:

			● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● conduct classroom visits to teachers receiving a level 1 at least twice a month. ● share the completed look-for tool and rubric with the teacher. ● arrange support from instructional coaches for teachers struggling to support students in leading their own learning and who receive a level 1.
20	3/30/21	4/1/21	School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: ● review look-for data from class visits. ● discuss observations. ● identify teachers that are having difficulty with implementing strategies that support students leading their own learning. ● arrange support from instructional coaches for struggling teachers ● arrange professional development opportunities for all teachers. addressing how to deepen student engagement based on trend data ● review trend data from January to March and progress towards the goal to report at quarterly faculty meeting.
21	4/21	4/21	The leadership consultant will provide professional development to all teachers on the priority student engagement strategies based on identified needs.
22	4/21	4/21	The instructional coach(es) will: ● provide ongoing support to teachers through quarterly grade-level/department meetings. ● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1. ● focus on students leading their own learning. ● teach exemplar lessons with high levels of student engagement. ● arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement are present.
23	4/21	6/21	The school leaders will: ● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data. ● conduct classroom visits to teachers receiving a level 1 at least twice a month. ● share the completed look-for tool and rubric with the teacher. ● arrange support from instructional coaches for teachers struggling to supporting students to lead their own learning and who receive a level 1.
24	5/30/21	6/1/21	School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the

			look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: ● review look-for data from class visits. ● discuss observations. ● identify teachers that are having difficulty with implementing strategies that students leading their own learning. ● arrange support from instructional coaches for struggling teachers. ● arrange professional development opportunities for all teachers addressing how to increase student engagement based on trend data. • review trend data from March to June and progress towards the goal to report at quarterly faculty meeting.

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
Developing best practices for student engagement when returning to on-site schooling or remote learning	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020 and ongoing
Developing consistent parameters for virtual teaching	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020
Following CDC guidelines when returning to an on-site learning environment	Administrators will work with staff to ensure compliance with the CDC guidelines	July and August 2020

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	Student behavior does not interfere with instruction.	In the Spring 2021, the response to the survey question on the teacher survey will be at least 35% Strongly Agree or Agree to the statement	Winter 2020 Survey Results were as follows: Teachers – 25.6%

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
The high poverty rate and the opioid crisis in the community have added stress to the lives of many students.
There is inconsistency in class management strategies for at-risk students due to lack of training on supporting students in crisis.
Due to the ongoing crisis in the community the school has not been able to develop a consistent system of social emotional supports for at-risk students.

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**
1	7/20	8/20	The District Trauma Sensitive Team (DTST) made up of a district administrator, teachers and McKinney-Vento grant funded District Support Leaders will attend a 2-day training on developing trauma sensitive schools. The DTST team will develop and implement an action plan that incorporates strategies to support the transition back to on-site learning.
2	7/20	8/20	A book study will be offered for all staff on the book "First Days of School" by Harry Wong that supports classroom management for new, as well as, veteran teachers.
3	7/20	8/20	District administrators and school leaders will review staffing to add an additional counselor through a BOCES service or as a consultant to provide additional support to at-risk students.
4	7/20	8/20	The school leaders will develop and implement a Therapy Dog program to support the social emotional needs of at-risk students.
5	9/20	9/20	The Child Study Team (CST) which is made up of school leaders, counselors and instructional support staff, will: ● review the implementation of the Positivity Project (Tier 1 support) to identify areas of need and further support.

			- review the 2019 - 2020 behavioral data: office referrals, out of school suspensions, etc. - with the help of a consultant identify trends in the data to design Tier 2 and Tier 3 social-emotional interventions for at-risk students. - identify any students having multiple risk factors to develop behavior goals and Tier 2 and Tier 3 interventions that will be supported and monitored by the counselors and student mentors using the Check and Connect model.
6	10/20	10/20	The CST will: - review and monitor the behavioral data: office referrals, out of school suspensions, etc. - review of the progress of identified at-risk students to adjust interventions, as needed. - identify a social-emotional learning screening tool that may be used to identify the needs and monitor the social and emotional skills of children both in-school and out-of-school.
7	10/20	11/20	Teachers, TAs, and instructional staff will have the opportunity to participate in a book study "Fostering Resilient Learners".
8	11/20	11/20	The CST will: - review and monitor the behavioral data: office referrals, out of school suspensions, etc. - review of the progress of identified at-risk students to adjust interventions, as needed. - Identify a sample of at-risk students to pilot the social-emotional learning screener.
9	11/20	11/20	The school leaders will: - review behavioral data and serious incident report data. - conduct classroom visits to classrooms where there is a high incidence of behavioral issues. - provide support to teachers identified as struggling with classroom management. - determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches.
10	11/20	11/20	At the quarterly faculty meeting: - school leaders will report behavioral data trends. - McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan. - Support Leaders will share progress on the DTST action plan. - teacher volunteers will share classroom management best practices.
11	12/20	12/20	The CST will: - review and monitor the behavioral data: office referrals, out of school suspensions, social emotional screener pilot data. - review of the progress of identified at-risk students to adjust interventions, as needed.

			• with mentors to review the implementation of the program to make adjustments as needed.
12	1/21	1/21	The CST will: • review and monitor the behavioral data: office referrals, out of school suspensions, etc. • review of the progress of identified at-risk students to adjust interventions, as needed. • facilitate the implementation of the social emotional screener to all students to establish a benchmark.
13	1/21	1/21	The school leaders will: • review behavioral data and serious incident report data. • conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up to teachers that were previously identified. • provide additional support to newly identified teachers struggling with classroom management, as well as, those teachers continuing to struggle. • determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches • identify teachers to participate in "Classroom Management" book study.
14	1/21	1/21	At the quarterly faculty meeting: • school leaders will report behavioral data trends. • McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan. • Support Leaders will share progress on the DTST action plan • teacher volunteers will share classroom management best practices. • administer a survey of teachers about students behaviors.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
School survey	The survey question: *Student behavior does not interfere with instruction* will be administered to the teachers in January 2021. The response to the survey question on the teacher survey will be at least 31% Strongly Agree or Agree to the statement.

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**
15	2/21	3/21	The CST will: ● review and monitor the behavioral data: office referrals, out of school suspensions, etc. ● review of the progress of identified at-risk students to adjust interventions, as needed. ● review the social emotional screener data to identify additional as-risk students or those needing more support.
16	3/21	3/21	The school leaders will: ● review behavioral data and serious incident report data ● conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up to teachers that were previously identified. ● provide additional support to teachers identified as struggling with classroom management. ● determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches ● identify additional teachers to participate in "Classroom Management" book study. ● identify teachers, TAs and instructional staff struggling with student behaviors to attend the 2-day (TCIS) Verbal De-escalation Training.
17	3/21	3/21	At the quarterly faculty meeting: ● school leaders will report behavioral data trends. ● McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan. ● Support Leaders will share progress on the DTST action plan. ● teacher volunteers will share classroom management best practices. ● share the teacher survey results and progress toward mid-year benchmark.
18	4/21	5/21	The CST will: ● review and monitor the behavioral data: office referrals, out of school suspensions, etc. ● review of the progress of identified at-risk students to adjust interventions, as needed. ● review the social emotional screener data to identify additional at-risk students or those needing more support. • meet with mentors to review the implementation of the program to make adjustments as needed.

19	4/21	5/21	The school leaders will: ● review behavioral data and serious incident report data. ● conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up to teachers that were previously identified. ● provide additional support to teachers identified as struggling with classroom management. ● determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches.
20	5/21	5/21	At the quarterly faculty meeting: ● school leaders will report behavioral data trends. ● McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan. ● Support Leaders will share progress on the DTST action plan ● teacher volunteers will share classroom management best practices. ● administer the teacher survey on student behavior.

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 support for students with social-emotional/behavior problems in a remote learning environment where many families do not have internet connection	School leaders and CST will investigate the best communication methods to reach the students and provide supports	August 2020 and ongoing
Implementing a SEL screener remotely	School leaders and CST will work with instructional technology coach to identify best options	January - June 2021
Conducting a climate survey with adequate participation	School leaders and CST will work with instructional technology coach to identify best options	January - March 2021

Submission Assurances

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

- ☒ 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.

- ☒ 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.

- ☒ 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.

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

- ☒ 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).