



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Auburn Enlarged City School District	Auburn Junior High	David Oliver	7-8

Accountability Data

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
Black	1	1	1		1	3
ED	1	1	1		1	1
Hispanic	1	1	1		1	1
Multiracial	1	2	1			2

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	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
6/15/20	x	x	x		
6/30/20				x	x

Stakeholder Participation

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	Team Members
Parents with children from each identified subgroup	Team Members
Secondary Schools: Students from each identified subgroup	Team Members

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns. **COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		6/15	6/30									
David Oliver	Principal	x	x									
Sharon Campanelli	Teacher	x	x									
Marcella Didio	Teacher	x	x									
Kelly Sue Haines	Teacher	x										
Cynthia Murphy	Teacher	x	x									
Jared Tabone	Teacher	x	x									
Luigi Tozzi	Teacher	x	x									
Meg Walsh	School Counselor	x										
Jane wood	Teacher	x	x									
Aisha Bailey	Student	x										
Michael Keogan	Student	x										
Erin Gasper	Parent	x										
Jada Bryant	Parent	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	Establish an Early Warning Intervention and Monitor System
SCEP Goal(s) this strategy will support	Tenet 1 Systems and Organization

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	
<input type="checkbox"/>	What Works Clearinghouse
<input type="checkbox"/>	Rating: Meets WWC Standards Without Reservations
<input type="checkbox"/>	Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	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

Evidence-based Intervention

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

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
1 Systems and Organizations	1B Intervention, Identification and Supports	School Leaders will establish an Early Warning Intervention and Monitoring System that will review discipline, academic, attendance data of 100% of all students to identify students who are at risk of not graduating in order to implement interventions by June 2021.	Most recent Accountability levels for chronic absenteeism for the following subgroups are: Black Level 3 ED Level 1 Hispanic Level 1 Multiracial Level 2

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
A systemic way to share data and to monitor interventions with teachers has not been established.	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
8/20	8/20	Adopt Early Warning Indicators and Interventions.
8/20	8/20	Develop a way to share data with teachers and process for teachers to notify team of at-risk students.
8/20	8/20	Hire RTI Chair Person.
9/20	9/20	Administer benchmark assessments to all students.
9/20	9/20	Implement RTI process for digital documentation of interventions and progress monitoring data. Schedule Intervention and Monitoring Team Meeting (RTI) times and share with staff.
9/20	9/20	1 st Data Analysis Meeting
9/20	9/20	Roll out RTI process and role of the Intervention and Monitoring Team.
9/20	11/20	Coaching support and training for administration of assessments and intervention programs.
9/20	12/20	Monthly process of monitoring Team Meetings (RTI), setting student goals and sharing findings with staff.

Tenet 1 or Tenet 2 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
Meeting Minutes/Monitoring tool	Meetings held every month, documentation of information shared, every student reviewed.

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
1/4/20	1/29/20	Administer mid-year benchmark assessments to all students.
1/21	1/21	RTI Chair Person checks in with Assistant Superintendent for C & I and other building chairs for monitoring, adjusting and action planning.
1/15/20	2/29/20	Review of mid-year benchmark data.
1/21	3/15/21	Progress monitoring of student goals.
1/21	3/21	Monthly process of Monitoring Team Meeting, setting student goals and sharing findings with staff. Determine if more students are in need of interventions.
3/1/20	3/12/20	March benchmarks administered to all Intensive & Intervention students.
3/15/20	4/1/20	Analysis of March benchmark data.
4/21	5/31/15	Monthly process of Monitoring Team Meeting, setting student goals and sharing findings with staff. Determine if more students are in need of interventions.
4/21	5/15/21	Progress monitoring of student goals.
5/15/20	6/21	Administer end of year benchmark assessments to all student.
6/21	6/21	Analysis of end of year benchmark data.
6/21	6/21	Interventions for 8 th grade students shared with High School Counselors

Tenet 1 or Tenet 2 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
Ensuring student needs are met.	Teachers will share information gathered from weekly “Check-ins” with Building Level Team so students’ needs are addressed.	September 2020
RTI Meetings	Plan for virtual RTI meetings and assessment.	September 2020

Tenet 3 or Tenet 4 Goal

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
4	4G	<p>The total percentage of students in grades 7 and 8 in Level 1 and Level 2 will decrease by 5% by June 2021 as measured by Reading and Math progress monitoring by STAR.</p> <p>The total percentage of students in grades 7 and 8 in Level 4 will increase by 5% by June 2021 as measured by Reading and Math progress monitoring by STAR.</p>	<p>53% of 2020-21 7th grade scored a level of proficiency on January 2020 STAR Reading Assessment.</p> <p>46% of 2020-21 7th grade scored a level of proficiency on January 2020 STAR Math Assessment.</p>

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?)
Over the last several years a majority of students have come to the junior high school have not been proficient on reading and math assessments.	7 th Grade

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/20	8/20	Professional Learning is offered in Read 180, System 44 and Amplify Reading interventions.
9/20	9/20	Fall STAR Reading and Math Benchmarks will be given to students.
9/20	9/20	Each Team will analyze STAR data to identify target students that are in range of moving up a level on the STAR Reading and Math Assessments.
9/20	12/20	Interventions specific to targeted students will be implemented in English and Math classes and content area classes when applicable.
10/20	12/20	RTI meetings to set goals and action plan for students who are not proficient or making progress.
10/20	12/20	Implementation of coaching cycles for teachers in ELA.
10/20	12/20	Administrative walkthroughs for fidelity of intervention and pacing of curriculum with actionable feedback to teachers.

Tenet 3 or Tenet 4 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
January 2021 STAR Reading and Math Benchmark	<p>The total percentage of students in grades 7 and 8 in Level 1 and Level 2 will decrease by 2-3%.</p> <p>The total percentage of students in grades 7 and 8 in Level 4 will increase by 2-3%.</p>

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
January 2021 STAR Reading and Math Benchmark	<p>53% of 2020-21 7th grade scored a level of proficiency on January 2020 STAR Reading Assessment.</p> <p>46% of 2020-21 7th grade scored a level of proficiency on January 2020 STAR Math Assessment.</p> <p>52% of 2020-21 6th grade scored a level of proficiency on January 2020 STAR Reading Assessment.</p> <p>46% of 2020-21 6th grade scored a level of proficiency on January 2020 STAR Math Assessment.</p>	<p>The total percentage of students in grades 7 and 8 in Level 1 and Level 2 will decrease by 2-3%.</p> <p>The total percentage of students in grades 7 and 8 in Level 4 will increase by 2-3%.</p>

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
1/4/21	1/29/21	Winter STAR Reading and Math Benchmarks will be given to students.
1/21	5/21	Implement coaching cycles for teachers in intervention and core classes.
1/21	5/21	Progress monitor student interventions and determine if the interventions need to be adjusted and provided for additional students.

Tenet 3 or Tenet 4 Goal

1/21	5/21	Administrative walkthroughs for fidelity of intervention and pacing of curriculum with actionable feedback to teachers.
3/21	3/21	Interventions specific to targeted students will be monitored in English and Math classes and content area classes when applicable.
1/21	5/21	Department meetings will be a time when teachers can discuss curriculum and intervention resources and pacing calendar.
3/1/21	3/12/21	Spring STAR Reading and Math Benchmarks will be given to students who are Intensive or Intervention.
5/21	5/21	End of year STAR Reading and Math Benchmarks will be given to students.
6/21	6/21	Analysis of end of year benchmark data.

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
Students will need chromebooks	Chromebooks distributed to students in need.	September 2020
Assessment Data	Plan for virtual assessment	September 2020

School-Selected Tenet Goal

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
5 Effective Social and Emotional Learning	5A Establishing School-wide Practices and Policies that support SEL	By June 2021 opportunities for students to work cooperatively will be observed in 75% of classroom walkthroughs and observations.	2020 Staff Voice Survey indicated that only 28.6% staff Strongly Agree/Agree <i>Student Behavior does not interfere with instruction</i> . The Student Voice Survey indicated that only 39.6% of students Strongly Agree/Agree <i>Student Behavior does not interfere with instruction</i> . 33% of all discipline incidents were disruptive or inappropriate behavior in teacher classrooms.

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?)
Classroom expectations for student behavior are inconsistent. Cooperative learning when used properly is an effective SEL strategy and deepens student engagement. Consistent building wide expectations for cooperative learning and student discussions will in theory lower incidents of disruptive and inappropriate behavior in teacher classrooms.	

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
7/20	8/20	PBIS team plans for incentives and celebrations.
8/20	8/20	Hire PBIS Coaches
9/10/20	9/10/20	Review Effective Cooperative Learning Strategies with an emphasis on Social Awareness with Teachers during September Faculty meeting.
10/20	10/20	Teachers share out successes and or things to consider when Cooperative Learning Strategies are implemented in the classroom during October department meeting.

School-Selected Tenet Goal

11/20	11/20	Conduct a behavior data analysis protocol.
11/20	12/20	Classroom Walkthroughs and observations take place with Cooperative Learning as a look for. Feedback is shared with teachers.
12/3/20	12/3/20	Walkthrough trends are share out at faculty meeting and teams plan for strategies to address focus areas.
12/1/20	12/23/20	Student and staff voice survey is administered to collect mid-year data.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
SchoolTool	There will be a 10% reduction of incidents of disruptive or inappropriate behavior that occurs in teacher classrooms.
Student and staff survey data	10-15% increase in feeling <i>Student Behavior Does Not Interfere with Instruction</i> .

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)**

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

Data Source	January 2020 Performance	January 2021 Target

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/21	2/21	Classroom Walkthroughs and observations take place with Cooperative Learning as a look for. Feedback is shared with teachers.
2/4/21	2/4/21	SEL strategy modeled at faculty meeting. Plan for teacher transfer to the classroom-collected through an exit ticket.
2/21	3/21	Conduct a behavior data protocol.
3/4/21	3/4/21	Walkthrough trends are share out at faculty meeting and teams plan for strategies to address focus areas.
3/15/21	5/1/21	Classroom Walkthroughs and observations take place with Cooperative Learning as a look for. Feedback is shared with teachers.

School-Selected Tenet Goal

5/6/21	5/6/21	Walkthrough trends are share out at faculty meeting and teams plan for strategies to address focus areas.

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
Students working in teams remotely.	Teachers will have to adjust assignments so students can work cooperatively with Zoom or Google Apps.	September 2020
Model SEL strategies for staff	Plan for Zoom faculty meetings.	September 2020
Data Analysis	Plan for virtual data protocols.	October 2020

School-Selected Tenet Goal

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
6 Effective systems for Parent and Community Engagement	6A Systems for Communication	Increase Student Participation Rate in NYS ELA and Mathematics Assessments by 20% by Spring 2021.	2018-2019 State Assessment Participation Rate was 62% for ELA 7 and 54% for Math 7.

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?)
Opt out movement was encouraged by community members. Many parents were misinformed and sent their child with a note excusing them from assessments after the child saw other children not taking the assessments.	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/20	9/20	Letter from district administration in September 2020, indicating values and rationale behind increased participation in State Assessments.
9/20	12/20	Promotion of State Assessments will take place during morning announcements and with displays in the hallways and cafeteria.
9/20	12/20	Information explaining the importance of Participation Rate be shared on Social Media and District Website.
9/20	10/20	Fall STAR assessment results will be shared with students and parents and serve as a predictor on the state assessments. Students will be required to make up assessment if absent.
10/20	10/20	Information explaining the importance of Participation Rate will be made available at a table during Fall Parent Teacher Conference Night.
10/20	11/20	Administer parent survey for assessment including intent to take assessment and requesting more information.
11/20	11/20	PBIS assembly to include celebration of achievement, effort and participation in assessments.
10/20	12/20	PBIS team plans to promote and encourage improved achievement and incentives around effort on assessments.

School-Selected Tenet 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
Benchmark Assessments	5-10% decrease in refusals
Parent Survey	65% of families will express intent for their child to take the NYS assessments and another 15% will request additional information prior to deciding.

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 Screening Report	65% of students took the Winter STAR Reading Assessment	95% of students will take Winter STAR Reading Assessment.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
2/21	2/21	Winter STAR assessment results will be shared with students and parents and serve as a predictor on the state assessments. Students will be required to make up assessment if absent.
2/21	4/21	Information explaining the importance of Participation Rate be shared on Social Media and District Website.
3/21	3/21	Information explaining the importance of Participation Rate will be made available at a table during Spring Parent Teacher Conference Night.
3/21	3/21	PBIS assembly to include celebration of achievement, effort and participation in assessments.
3/21	3/21	Administer parent survey for assessment including intent to take assessment and requesting more information.
3/21	4/21	Spring STAR Reading and Math Benchmarks will be given to students who are not proficient or refuse to take the state assessment.
3/21	4/21	Math 7A students and Algebra Students will be encouraged to take the math assessment.

School-Selected Tenet Goal

		PBIS team plans incentives and promotes testing.
5/21	6/21	8 th Grade Earth Science Students will take the Science Assessment
5/21	6/21	Alternative Assessment will be given to students who refuse to take ILS Assessment.
6/21	6/21	End of assessments assembly and celebration will serve as an incentive to meet participation rate goals.

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
Chromebooks for Students	Students will take STAR using Chromebooks	August 2020

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Staff	Our School has a positive and upbeat culture.	By June 2021, 65% of the faculty will SA/A with <i>Our School has a positive or upbeat culture as measured by the staff voice survey.</i>	42.9% Staff Strongly Agree/Agree that Our School has a positive or upbeat culture.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Survey was given during the winter. Reminders of behavior expectations and re-teaching of expectations did not take place. Focus has been on negative and what needs to be done without celebrating successes.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/20	8/20	7 th Grade Orientation Activities
8/20	8/20	Welcome back Activities for Staff
9/20	9/20	Welcome back Activities for Students
9/20	9/20	Form sunshine committee to plan staff incentives and celebrations.
9/20	9/20	PBIS team develops plan for positive office referrals.
9/20	12/20	Weekly or bi-weekly staff memo will give 'shout outs' to staff.
10/20	12/20	Positive office referrals are read over the announcements prior to dismissal.
11/20	11/20	Quarter 1 Celebration
12/20	12/20	Winter Break Assembly

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
Staff Survey	Over 50% of Staff will agree that the school has a positive culture.

Survey Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/21	1/21	Quarter 2 Celebration
1/21	6/21	Weekly or bi-weekly staff memo will give 'shout outs' to staff.
1/21	6/21	Positive office referrals are read over the announcements prior to dismissal.
2/21	2/21	Black History Month activities and assembly
3/21	3/21	Female History Month activities
4/21	4/21	Quarter 3 Celebration
5/21	5/21	Staff appreciation activities
6/21	6/21	End of the Year Field Days with recognition of Juneteenth

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
Recognition of Staff	Plan for virtual team building & recognition	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).