



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
<b>Auburn Enlarged City School District</b>	Casey Park Elementary	Kelly Garback	K-6

## 2018-19 Accountability Data

**CSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

### Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
	2	1	1		2	1

### HS Indicators

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

### Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	<i>x</i>	<i>x</i>			
6/10/20	X	X			
6/17/20		X	X	X	
7/7/20			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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 to obtain the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									
		06/ 10/ 20	06/ 17/ 20	07/ 07/ 20							
Kelly Garback	Principal	X	X	X							
Brianne Batis	Assistant Principal/Dean of Students	X	X	X							
Meghan Parry	Literacy Coach	X	X	X							
Abigail Adams-Snell	Director	X	X	X							
Stefan Kowalski	Math Coach	X	X	X							
Casey Carey-Dixon	Social Worker	X	X	X							
Cindy Yale	Teacher	X	X	X							
Eva Moriarty	Teacher	X	X	X							
Melissa Montone	Teacher	X	X	X							
Shannon DelloStritto	Teacher	X	X								
Stephanie Festa	Teacher	X	X	X							
Shannon Newby	Teacher	X	X	X							
Jackie Gibbs	Parent representative	X									
Kari Bouma	Parent representative	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	Instructional Coaching
SCEP Goal(s) this strategy will support	By June 2021, 100% of teachers will be provided with professional development, coaching, support and feedback in English Language Arts to address diverse student needs as evidenced by grade level meeting notes, administrative walkthrough data, professional development plans, and coaching summaries.

### 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	

Evidence-based Intervention

	<input type="checkbox"/>	Rating: Top Tier
	<input type="checkbox"/>	Rating: Near Top Tier
<input type="checkbox"/>	<b>Blueprints for Healthy Youth Development</b>	
	<input type="checkbox"/>	Rating: Model Plus
	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

**School-Identified**

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

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

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
1D		By June 2021, the school will utilize a comprehensive system to monitor and address chronic absenteeism in order to decrease the percentage of students who are chronically absent from 25.4% to 23% as reported on the school management system (SchoolTool).	Due to Covid, utilizing 18-19 chronic absentee data of 25.4%.

Root Causes

What <b>theories or hypotheses</b> 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?)
Parent contact information was not regularly updated	N
The school did not monitor and maintain the system for utilizing consistent teacher responsiveness to absences prior to them becoming chronic.	N

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Aug 2020	Sept 2020	Attendance team will identify students who were previously chronically absent and inform teachers who work with those students.
Aug 2020	Sept 2020	Attendance team will create an Attendance Google Form for teachers to complete when identifying students who begin attendance intervention.
Aug 2020	Sept 2020	Attendance team will create a bank of attendance reminders/information using resources from attendanceworks.com to be communicated to families via weekly newsletters.
Sept 2020	Oct 2020	The school will use Family ID to provide families with information regarding updating contact information: Family ID
Sept 2020	Oct 2020	Teachers will receive Attendance Google form and will be trained on submitting students whose parents have been contacted regarding attendance.
Sept 2020	Dec 2020	Teachers will monitor the attendance of students identified as chronically absent from the previous school year for patterns of absenteeism. When a student is absent 3 consecutive days or 5 days overall, the teacher will contact the family.
Oct 2020	Dec 2020	The attendance team will develop a system to monitor Google Form submissions ,including follow up with teachers and families

Tenet 1 or Tenet 2 Goal

Sept 2020	Jan 2021	All families will receive a robo-call when their child is absent from school.
Sept 2020	Jan 2021	Bi-weekly attendance letters will be generated to inform families when their child has missed 7, 14, 21, 28, etc. days of school.
Oct 2020	Nov 2020	The attendance team will generate attendance data and contact teachers who have not submitted the Google Form and have students with 3 or more absences.
Oct 2020	Jan 2021	Weekly and bi-weekly MTSS meetings for Rti will include discussion of student attendance concerns and impact on student performance.
Oct 2020	Nov 2020	Based on information on the attendancesworks.org website, teachers will be provided professional development on how student attendance impacts student performance.
Oct 2020	Jan 2021	Attendance hearings will be held for students with chronic absenteeism.
Oct 2020	Jan 2021	During attendance hearings, the attendance team will offer interventions based on last year and this year's attendance patterns.
Sept 2020	Jan 2021	The attendance team will implement an incentive plan to recognize positive attendance trends monthly during PBIS assemblies.
Sept 2020	Jan 2021	The attendance team will meet monthly to discuss chronically absent students and interventions.
Sept 2020	Jan 2021	K-2 teachers will send out reminders about how absences impact student growth within weekly newsletters.
Sept 2020	Jan 2021	New students will be provided with an attendance brochure as a part of the Welcome packet.
Dec 2020	Jan 2021	The attendance team will generate attendance data and contact teachers who have not submitted the Google Form and have students with 6 or more absences.
Dec 2020	Jan 2021	Teachers will connect with families to ensure contact information is updated in Family ID.
Dec 2020	Dec 2020	The attendance team will provide data to teachers on the impact of continued implementation of attendance monitoring of chronically absent students

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 Report	By January 2021, the percentage of students who are reported on the school management system (SchoolTool) as chronically absent will be 22%.

Tenet 1 or Tenet 2 Goal

Mid-Year Student Performance Measure

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

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

Data Source	January 2020 Performance	January 2021 Target

Planning for January to June

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

Start	End	Action
Jan 2021	June 2021	All families will receive a robo-call when their child is absent from school.
Jan 2021	June 2021	Teachers will monitor the attendance of students identified as chronically absent from the previous school year for patterns of absenteeism. When a student is absent 3 consecutive days or 5 days overall, the teacher will contact the family.
Jan 2021	June 2021	Teachers will notify the attendance team through the Attendance Google Form once contact has been made to families due to absences.
Jan 2021	June 2021	Bi-weekly attendance letters will be generated to inform families when their child has missed 7, 14, 21, 28, etc. days of school.
Jan 2021	June 2021	Attendance hearings will be held for students with chronic absenteeism.
Jan 2021	June 2021	During attendance hearings, the attendance team will offer interventions based on last year and this year's attendance patterns.
Jan 2021	June 2021	The attendance team will continue to implement an incentive plan to recognize positive attendance trends monthly during PBIS assemblies.
Jan 2021	June 2021	The attendance team will meet monthly to discuss chronically absent students and interventions.
Jan 2021	June 2021	K-2 teachers will send out reminders about how absences impact student growth within weekly newsletters.
Jan 2021	June 2021	New students will be provided with an attendance brochure as a part of the Welcome packet.
Jan 2021	June 2021	Weekly and bi-weekly MTSS meetings for Rti will include discussion of student attendance concerns and impact on student performance
Feb 2021	March 2021	Based on information on the attendanceworks.org website, teachers will be provided professional development on how student attendance impacts student performance.
March 2020	April 2021	The attendance team will generate attendance data and contact teachers who have not submitted the Google Form and have students with 10 or more absences.
March 2021	April 2021	Teachers will connect with families to ensure contact information is updated in Family ID.

Tenet 1 or Tenet 2 Goal

March 2021	March 2021	The attendance team will provide data to teachers on the impact of continued implementation of attendance monitoring of chronically absent students
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Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Technology and internet access for all students	Provide k-6 technology and hot spots	Throughout school closure
Participation in Zooms offered for classroom	Monitor attendance, completion of work, and contact when a student misses a Zoom.	Throughout school closure
Regular communication with families	Teachers will establish mode for communication (Dojo, Phone). When unable to reach, additional staff will be assigned to attempt weekly communication.	Throughout school closure

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
4F		By June 2021, teachers will be provided with professional development, coaching support and feedback in English Language Arts resulting in 80% of teachers implementing at least three strategies for diverse learners each week as measured by walkthrough data.	On the School Performance Scan from 2020, 60% of teachers implemented strategies for diverse learners throughout the 2019-2020 school year.

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Lack of Core Reading program for grades 3-6	Y
ELT Interventions were being created based only teacher knowledge	N
More work time across grade levels	N
More researched based interventions	N

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Aug 2020	Sept 2020	Summer Professional Development opportunities for ELA Interventions, grade level preparation
Sept 2020	Sept 2020	3 Staff Development Days with professional development opportunities
Sept 2020	Jan 2021	Master Schedule creation that allows an additional prep time once weekly to be used for RTI meetings to discuss data and strategies that teachers are implementing to meet diverse student needs
Sept 2020	Sept 2020	Coaches, AIS Teachers, and administrators will create a walkthrough tool
Sept 2020	Jan 2021	School leadership team and instructional coach will identify classrooms for coaching observation and feedback cycles based on data and walkthrough debriefings monthly.
Sept 2020	October 2020	Initial coaching cycle with new staff members and staff new to grade level
Sept 2020	October 2020	Implementation of research based programs (Amplify, Read 180, System 44, Super Kids, Personalized Learning)
October 2020	October 2020	Coaches and AIS Teachers will inform staff of the walkthrough tool that will be utilized during the school year
Sept 2020	Oct 2020	Administration of benchmark assessments (DIBELS, STAR, Read 180, System 44, Super Kids)

## Tenet 3 or Tenet 4 Goal

October 2020	November 2020	Coaching cycle based on benchmark assessment data
October 2020	Jan 2021	Implementation of Walkthrough tool for all staff
November 2020	Jan 2021	Third coaching cycle to Identify student groups for small group interventions to determine progress during the school year based on walkthrough data

### Mid-Year Benchmark

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

Data Source	January 2021 Target
Walkthrough data	70% of teachers will implement at least three strategies for diverse learners each week as measured by walkthrough 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.)**

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 Reading	57.8% of grades 1-6 scored at or above grade level on STAR Reading	62% of students will be at grade level or above

### Planning for January to June

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

Start	End	Action
Jan 2021	Jan 2021	Administration of midyear assessments (DIBELS, STAR, Read 180, System 44, Super Kids)
Jan 2021	May 2021	Implementation of Walkthrough tool for all staff
Jan 2021	Feb 2021	Implementation of 4th coaching cycle based on midyear assessment data and walkthrough tool data and feedback
Jan 2021	Jan 2021	1 Staff Development Day with professional development opportunities
Jan 2021	June 2021	Continual data-driven professional development from Amplify, Read 180, System 44, Super Kids and Personalized Learning
March 2021	March 2021	Administration of assessments for at-risk students (DIBELS, STAR, Read 180, System 44, Super Kids)
March 2021	April 2021	Fifth coaching cycle based on March assessments for at-risk students

Tenet 3 or Tenet 4 Goal

April 2021	June 2021	Identify student groups for small group interventions to determine progress during the school year based on walkthrough data
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Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
1:1 Devices	Ensure distribution is monitored	Throughout School Closure
Assessment Administration	Teacher / Reading specialists will meet individually to administer or provide assessments through virtual meetings. Teachers and Reading Teachers will set up times to do individual assessments (DIBELS assessment, STAR, Read 180, System 44, Amplify, Superkids programs)	Throughout School Closure
Online accessibility	District will provide Wifi access and devices for each student or household	Throughout School Closure
New program Implementation	Teacher / Reading specialists will meet virtually or provide access to DIBELS assessment, STAR, Read 180, System 44, Amplify, Superkids programs)	Throughout School Closure
Home Communication / Participation	Teachers / building will establish a uniform communication device (Dojo, remind, Phone). When unable to reach students or parents, additional staff will be assigned to attempt weekly communication (Google risk form filled out) Students will need to attend digital virtual meetings, google classroom expectations	Throughout School Closure

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
<b>1B</b>		By June 2021, 100% of educators will implement and utilize a tiered approach to Response to Intervention for at risk students as evidenced by documented referrals, interventions, and individual student plans.	During the 2019-2020 school year, 64% of educators utilized a tiered approach to Response to Intervention for at risk students as evidenced by documented referrals, interventions, and individual student plans.

Root Causes

What <b>theories or hypotheses</b> 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?)
While we have been working on developing a system of support for students' social emotional health, the system is in the beginning stages.	K-6
The district did not have a comprehensive MTSS system of support for students.	K-6

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
July 2020	Aug 2020	Master schedule will be developed to include a dedicated block of time for data review and meetings.
July 2020	Aug 2020	School leadership and administration team will meet to determine and develop a plan for outlining Tier delineation along with a plan for providing interventions for students currently in the RTI process.
Sept 2020	Sept 2020	School leadership team will review criteria and required data needed for identifying students in need of RTI referral.
Sept 2020	Sept 2020	School leadership team will review current google form(s) with all teachers and will offer individual guidance for referring teachers.
Sept 2020	Sept 2020	Implementation of an RTI chairperson who will organize data, develop weekly and bi weekly schedules, meet with grade level teams to discuss data, facilitate meetings, and provide updates around RTI.
Sept 2020	Sept 2020	RTI chairperson will use the district data program to organize and share student data with grade level teachers.
Sept 2020	Sept 2020	Google folder will be developed in google drive with applicable RTI forms, information, and data.

### School-Selected Tenet Goal

Sept 2020	Oct 2020	Teachers collect baseline data, implement and monitor current interventions.
Oct 2020	Oct 2020	Available and appropriate evidence based interventions will be reviewed with teachers at the October faculty meeting. Further training will be provided as needed at grade level meetings.
Oct 2020	Jan 2021	Ongoing professional development provided to teachers on available and appropriate evidence based interventions.
Oct 2020	Jan 2021	School leadership team will schedule and conduct RTI meetings for identified students with teachers and support staff, and assist staff in making a plan for monitoring, evaluating, and adjusting interventions and enrichment opportunities for students.
Oct 2020	Jan 2021	Ongoing weekly data meetings with teachers and facilitators.
Nov 2020	Dec 2020	School leadership team and literacy coach will provide training and support at grade level meetings to develop, implement, and set goals/targets for differentiated academic interventions and enrichment opportunities for identified students.
Dec 2020	Dec 2020	School leadership team will administer a survey to staff requesting feedback on the RTI process.

#### 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
Documented referrals, interventions, and individual student plans	By January 2021, 80% of educators will utilize a tiered approach to Response to Intervention for at risk students as evidenced by documented referrals, interventions, and individual student plans.

#### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals 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
Number of referrals	32	40
Number of students in RTI process	15% of students	20% of students
Number of teachers making referral	64% referring	80% referring
Number of RTI meetings held	62	70

## School-Selected Tenet 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 2021	Jan 2021	School leadership team will review mid-year academic benchmark data and identify at-risk students who have not yet been referred to RTI.
Jan 2021	Jan 2021	School leadership team will identify teachers who have not referred at risk students.
Feb 2021	Feb 2021	School leadership team will provide a refresher of the RTI referral process at the February faculty meeting.
Feb 2021	Mar2021	School leadership team and literacy coach will provide guidance and professional development for teachers during grade level meetings who have not referred at risk students and/or who indicated on the staff survey that they are not confident in the RTI process.
Mar 2021	April 2021	School leadership team will monitor teachers who were identified as non-referring teachers or not confident in the RTI process.
Feb 2021	Jun 2021	Professional development will continue to be provided to teachers on available and appropriate evidence based interventions.
Feb 2021	Jun 2021	School leadership team will schedule and conduct RTI meetings for identified students with teachers and support staff, and assist staff in making a plan for monitoring, evaluating, and adjusting interventions and enrichment opportunities for students.
Feb 2021	Jun 2021	Ongoing weekly data meetings with teachers and facilitators

### 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
Cancelled 46 scheduled RTI meetings from March to June 2020 (follow up and initials)	School leadership team will collaborate with district administration to develop a plan for rescheduling and/or continuing the RTI process for individual students affected.	August 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
<b>4G</b>		By June 2021, 100% of educators will utilize data to analyze student performance to identify and provide ELA supports to students as evidenced by a 5% decrease in level 1 or 2 on STAR Reading or Intensive on Dibels assessments.	58% of 3-6 grade students had a 1 or 2 on STAR Reading in January 2020.

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school needs to integrate and maintain consistent research based assessments to check student understanding, measure student progress and provide ongoing feedback	Grades K-6
The school needs to have regularly scheduled collaborative meetings built into the master schedule.	Grades K-6
The school needs to provide professional development to teachers regarding progress reports and analyzing new data reports.	Grades K-6

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Aug 2020	Aug 2020	School will devise a master schedule that will implement consistent and additional meeting times for all grade level teachers to review student data
Sept 2020	Sept 2020	The literacy coach will provide professional development to teachers regarding progress reports and analyzing data reports
Sept 2020	Sept/Oct 2020	Administer DIBELS, STAR, System 44, Read 180, and Superkids to all students for benchmark data
Oct 2020	Nov 2020	Teachers will review individual students' data, identify students who are intensive and students at risk, and create a comprehensive plan for progress monitoring and personalized instruction.
Sept 2020	Oct 2020	Teachers will administer DIBELS, STAR Reading, System 44, Superkids and/or Read 180 to all students for benchmark data
Oct 2020	Dec 2020	Building level data analysis to identify trends, focus areas, and action plans

### School-Selected Tenet Goal

Sept 2020	Jan 2021	During RTI data meetings teachers will focus on students at levels 1 and 2 of STAR Reading, Superkids and/or DIBELS to adjust, scaffold and reteach content as needed so that growth can be achieved.
Sept 2020	Jan 2021	Teachers will progress monitor weekly/bi-weekly using DIBELS, System 44, Superkids and/or Read 180 on a weekly or bi-weekly basis.
Sept 2020	Jan 2021	Teachers will provide students feedback based on results from DIBELS, System 44, Superkids and/or Read 180 on a weekly or bi-weekly basis.
Sept 2020	Jan 2021	Provide parents of students that are level 1 or 2 with school created letter communicating assessment scores for any/all assessments including (DIBELS, STAR Reading, System 44, Superkids, and/or Read 180)
Dec 2020	Dec 2020	The literacy coach will provide professional development to teachers regarding progress reports and analyzing data reports

#### Mid-Year Benchmark

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

Data Source	January 2021 Target
STAR Reading	A 3% decrease of scores of 1 or 2 on STAR Reading as compared to January 2020 for grades 3-6.

#### 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 Reading	58% of 3-6 grade students had a 1 or 2 on STAR Reading in January 2020.	3% decrease of level 1 or 2 scores on STAR Reading as compared to January 2020 data.

#### Planning for January to June

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

Start	End	Action
Jan 2021	March 2021	Teachers will administer DIBELS, STAR Reading, System 44, Superkids and/or Read 180 to all students for benchmark data
March 2021	April 2021	Teachers will review individual students' data, identify students who are intensive and students at risk, and create a comprehensive plan for progress monitoring and personalized instruction.

School-Selected Tenet Goal

Jan 2021	June 2021	Teachers will continue to monitor and review individual students' data, work with students who are intensive and students at risk, and continue with a comprehensive plan for progress monitoring and personalized instruction.
Jan 2021	June 2021	Continue to progress Monitor using DIBELS, System 44, Read 180 and/or Superkids on a weekly and/or bi-weekly basis and make necessary adjustments in students personalized instruction when needed.
Jan 2021	June 2021	Teachers will continue to provide students feedback based on results from DIBELS, System 44, Superkids and/or Read 180 on a weekly or bi-weekly basis.
June 2021	June 21	Leadership team shares results with teachers/staff to discuss further the growth achieved and if goals for both students and building have been achieved.
Jan 2021	June 2021	Provide parents of students level 1 or 2 with school created letter communicating assessment scores for any/all assessments (DIBELS, STAR Reading, System 44, Superkids, and/or Read 180)
March 2021	March 2021	The literacy coach will provide professional development to teachers regarding progress reports and analyzing data reports
June 2021	June 2021	Teachers will administer DIBELS, STAR Reading, System 44, Superkids and/or Read 180 to all students for benchmark data
June 2021	June 2021	Teachers will review individual students' data, identify students who are intensive and students at risk, and create a comprehensive plan for progress monitoring and personalized instruction.

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
Continued benchmark assessments and progress monitoring	Using district approved technology teachers will virtually meet, progress monitor and assess using DIBELS, System 44, Superkids, STAR and/or Read 180 as needed	Using distance learning during the established school hours

## 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)
6A		By June 2021, 80% of all families will agree with the statement "I receive notes/calls and/or other feedback from my children's teachers and Teachers contact me, not just in times of concern"	On the 2020 family survey, 55% of families agreed with this statement.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
There is not a consistent/uniform mode of communication across the building
Only 18 families responded to the Family Engagement Survey.
Unclear parent interpretation of forms of feedback and communication.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Aug 2020	Sept 2020	SCEP team will develop a survey for parents/staff to determine preferred communication platform and ongoing communication.
Aug 2020	Sept 2020	Administer survey to parents and staff for preferred communication platform & preferred times for contact from teacher/staff
Sept 2020	Oct 2020	Follow up with families who have not responded to the survey with a phone call/text message. In addition, a paper copy will be sent home with the student.
Sept 2020	Oct 2020	SCEP team will analyze survey data and select a district approved communication platform for the building
Sept 2020	Oct 2020	Create and provide tutorials of district approved communication platform in a variety of formats: during school-wide functions, online/live stream training, video tutorials posted on website, printed/hardcopy of directions
Sept 2020	Oct 2020	Provide staff with professional development on preferred communication platform
Sept 2020	Jan 2021	Positive office referrals will be collected and phone calls/messages will be sent home to reinforce and inform families

## Survey Goal

Oct 2020	Jan 2021	Check-in with parents/families regarding usage and troubleshooting
Nov 2020	Jan 2021	Collect data from all teachers to assess usage and parent engagement with the communication platform
Aug 2020	Sept 2020	Establish staff goal for positive home connection
Sept 2020	Jan 2021	Teachers will contact families of each student at least once weekly using the families preferred method of communication platform.
Jan 2020	Jan 2021	The SCEP team will create a Google Form for teachers to input families of students they have no contact with via any mode: phone, email, selected communication platform, etc.
Oct 2020	Jan 2021	Teachers will complete the Google Form created by the SCEP team for families of students they have had no contact with via any mode: phone, email, selected communication platform, etc. Support staff will monitor and attempt to communicate with family.

### 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.	
<b>Data Source</b>	<b>January 2021 Target</b>
Mid-year parent survey	65% of all families will agree with the statement "I receive notes/calls and/or other feedback from my children's teachers and Teachers contact me, not just in times of concern"

## 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
Jan 2021	Jan 2021	SCEP team will create a survey to send to families mid-year regarding their perceptions of home-school communication.
Jan 2021	Jan 2021	Families will be surveyed regarding their perceptions of home-school communication. The survey will be delivered through the preferred communication method identified by each family.
Jan 2021	Feb 2021	SCEP team will analyze survey data to determine if adjustments need to be made to the current plan.
Jan 2021	June 2021	Teachers will contact families of each student at least once weekly using the families preferred method of communication platform.
Jan 2021	June 2021	Teachers will complete the Google Form created by the SCEP team for families of students they have had no contact with via any mode: phone, email, selected communication platform, etc. Support staff will monitor and attempt to communicate with family.
Jan 2021	June 2021	Positive office referrals will be collected and phone calls/messages will be sent home to reinforce and inform families
Jan 2021	June 2021	School leaders will review communication records from teachers about weekly contact with families. They will schedule meetings to offer support to teachers who are not meeting expectations.
Jan 2021	June 2021	The school support team will support teachers by reaching out to families that teachers are struggling to connect with.

### 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
Families may have been frustrated with communication through the pandemic, as it may have been seen as overwhelming or infrequent.	Teachers will share in their beginning of the year letter home and at the first Open House that they can expect communication from their child's teacher once a week and that they will be getting communication from the school for positive behaviors also.	September/ October

## Submission Assurances

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

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto: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).