



# 2020-21 Modified School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
<b>Greenville</b>	Greenville Middle School	Brian Reeve	6-8

Links to related documents:	
GCS Documents	SED Documents
<ul style="list-style-type: none"> <li>● <a href="#">Mission</a></li> <li>● <a href="#">Vision Document</a></li> <li>● <a href="#">GCS 20-21 School Goals</a></li> <li>● <a href="#">GCS 20-21 District Comprehensive Improvement Plan (DCIP)</a></li> <li>● <a href="#">GCS ESSA Indicators</a></li> <li>● <a href="#">Building Level Profiles</a></li> <li>● <a href="#">iReady Reports</a></li> <li>● <a href="#">Perception Survey Results</a></li> <li>● <a href="#">GCS Middle School Final Report</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">SCEP Completion Guide</a></li> <li>● <a href="#">SED Improvement Framework</a></li> <li>● <a href="#">SED Improvement Framework Phases of Implementation</a></li> <li>● <a href="#">NYSED State-Supported Evidence-Based Strategies</a></li> </ul>
School Improvement Tools	
<ul style="list-style-type: none"> <li>● <a href="#">Strengths &amp; Challenges Worksheet</a></li> <li>● <a href="#">Root Cause Analysis Worksheet</a></li> <li>● <a href="#">Root Cause Analysis Instructions</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Student Profile Activity</a></li> <li>● <a href="#">Idea Profile Template</a></li> <li>● <a href="#">Idea Profile Instructions</a></li> <li>● <a href="#">Impact &amp; Effort Worksheet</a></li> <li>● <a href="#">Impact &amp; Effort Instructions</a></li> <li>● <a href="#">Action Planning Worksheet Template</a></li> </ul>

## 2018-19 Accountability Data

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

### *Elementary/Middle School Accountability Indicators*

<b>Subgroup</b>	<b>Composite Performance Achievement Level</b>	<b>Student Growth Level</b>	<b>Combined Composite and Student Growth Level</b>	<b>English Language Proficiency Level</b>	<b>Average ELA and Math Academic Progress Level (Rounded Down)</b>	<b>Chronic Absenteeism Level</b>
All Students	2	2	2		2	1
White Students	2	2	2		2	1
Students w/ Disabilities	1	1	1		1	2
Economically Disadvantaged Students	2	3	2		2	1

## 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, including challenges that have emerged as a result of COVID-19.
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, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.
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, including challenges that have emerged as a result of COVID-19	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, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<a href="#">11/12/2020</a>	x	x			
<a href="#">11/19/2020</a>	x	x			
<a href="#">11/23/2020</a>	x	x	x	x	
<a href="#">12/3/2020</a>	x	x	x	x	x
<a href="#">12/8/2020</a>	x	x	x	x	x
<a href="#">12/9/2020</a>	x	x	x	x	x
<a href="#">12/18 &amp; 21</a>	x	x	x	x	

## TSI School Stakeholder Involvement

### TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	Teacher focus groups were conducted for grades 6, 7, and 8. The teacher groups included special education teachers.
Parents with children from each identified subgroup	A virtual parent focus group, including parents of students with disabilities, was conducted.
Secondary Schools: Students from each identified subgroup	A student focus group was conducted which included students with disabilities.

## Stakeholder Involvement

### Stakeholder Involvement

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.

Stakeholder Name	Role	Dates Involved <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>						
		11/12	11/19	11/23	12/3	12/8	12/9	12/18 & 21
<b>Brian Reeve</b>	MS Principal	X	X	X	x	x	x	x
<b>Debbie Mackey</b>	School Nurse	X	X	X	x			
<b>Karen Manning</b>	Teacher	X	X	X	x			
<b>James Hutchins</b>	Teacher	X	X	X	x			
<b>Sue Hollywood</b>	Teacher		X	X	x			
<b>Nancy Andress</b>	CASDA		X				x	
<b>Dan Hash</b>	K-12 Principal			X				
<b>Todd Hilgendorf</b>	Director of CIA						x	
<b>Brook VanFleet</b>	Director of Special Education and and PPS					x		
<b>Parent Focus Group</b>	Special Education Parents							x
<b>Student Focus Group</b>	Special Education Students							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:

<b>Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>SCEP Goal(s) this strategy will support</b>	PLCs support the goals related to ELA, math, SEL and CA

### 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:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Clearinghouse used and corresponding rating</b>	
<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"/>	<b>Social Programs That Work</b>
	<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

Evidence-based Intervention

**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>	

## ELA Goal

ELA Goal - By June of 2021 the percentage of typical growth on the iReady Reading assessment for all students will increase from 52% to 62% and for special education students will increase from 36% to 56%.

**Directions:** The school will identify a quantitative goal based on local assessment data that the school deems would indicate that its improvement efforts have been successful. The goal can be specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available and 2020-21 Fall benchmark data is used instead, then what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All - 6-8	The percentage of students who made typical growth on the iReady Reading Assessment in the fall of 2018 to the spring of 2019 was 52% (133 out of 257 students).	The percentage of students who will make typical growth on the iReady Reading Assessment from the fall of 2020 to the spring of 2021 will be 62 % (161 out of 267 students).
Sped 6-8	The percentage of special education students who made typical growth on the iReady Reading Assessment in the fall of 2018 to the spring of 2019 was 36% (12 out of 33 students).	The percentage of special education students who will make typical growth on the iReady Reading Assessment from the fall of 2020 to the spring of 2021 will be 56% (23 out of 41 students).

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?
The middle school is lacking a standards-based, systematic process for writing in ELA classes. As a result, writing instruction does not support scaffolding of writing skills from year to year.
Standards-based literacy skills are not consistently taught in ELA classes at each grade level. Literacy skills are not communicated to other content area teachers for reinforcement in their classwork/homework.
Special education teachers and teaching assistants are underutilized in the content area classrooms to assist in the differentiation of assignments. This results in less time for special education teachers to work on skill deficits in the resource room.



ELA Goal

There is not a consistent targeted and systematic approach for RtI ELA labs to improve individual skills.
Students are not taking iReady and NYS 6-8 ELA Assessments seriously. The middle school has a high rate (57.3%) of students opting out of the NYS 6-8 ELA Assessments.

Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan. 4	Jan. 8	<ul style="list-style-type: none"> <li>→ The Principal will:                             <ul style="list-style-type: none"> <li>◆ Communicate in a faculty meeting the purpose for posting an ELA lesson objective and agenda and how it will inform students of what they will learn, when they are to learn it and why they are learning it.</li> </ul> </li> </ul>
Jan. 4	Jan. 16	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Have meetings with ELA lab teachers to develop a consensus on the structure of ELA lab classes.</li> </ul> </li> </ul>
Jan. 4	Feb. 12	<ul style="list-style-type: none"> <li>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and the building principal will have a series of meetings (team time, faculty meeting time, uprep periods) to:                             <ul style="list-style-type: none"> <li>◆ Research and discuss best standards-based, writing practices at the middle level that will align with the K-5 writing practices.</li> </ul> </li> </ul>
Jan. 4	Feb. 12	<ul style="list-style-type: none"> <li>→ Special education teachers, ELA teachers, Questar III ELA Specialist Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will have a series of meetings (team time, faculty meeting time, uprep periods) to:                             <ul style="list-style-type: none"> <li>◆ Gather current literacy skills that are being taught in class or resource rooms.</li> </ul> </li> </ul>
Jan. 19	Jan. 27	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Have grade level meetings to create a plan to increase the use of i-Ready individual instruction lessons for special education students and students in ELA labs.</li> </ul> </li> </ul>
Jan. 19	Feb. 5	<ul style="list-style-type: none"> <li>→ The Principal, and the Director of Special Education will:                             <ul style="list-style-type: none"> <li>◆ In collaboration with special education teachers, meet to discuss research-based instructional strategies, including specially designed instruction, that should be used on a regular basis in the classroom for special education students.</li> </ul> </li> </ul>
Feb. 1	May 28	<ul style="list-style-type: none"> <li>→ Teachers will:</li> </ul>

ELA Goal

		<ul style="list-style-type: none"> <li>◆ Post a lesson objective and agenda in order to inform students of what they will learn, when they are to learn it and why they are learning it.</li> </ul>
<b>Feb. 1</b>	<b>May 28</b>	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Meet biweekly with special education teachers and ELA lab teachers to analyze student growth from iReady individual instruction lessons.</li> </ul> </li> </ul>
<b>Feb. 1</b>	<b>Feb. 5</b>	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Communicate with parents how to use i-Ready and the benefits of the individual instruction lessons for their child to complete outside of the classroom.</li> </ul> </li> </ul>
<b>Feb. 1</b>	<b>Feb. 12</b>	<ul style="list-style-type: none"> <li>→ The Principal will discuss with parents about what will keep them from opting their child out of the NYS ELA Assessments by:                             <ul style="list-style-type: none"> <li>◆ Scheduling a parent coffee hour.</li> <li>◆ Asking for it to be an agenda discussion item at a PTSA meeting.</li> </ul> </li> </ul>
<b>Feb. 5</b>	<b>Feb. 26</b>	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will:                             <ul style="list-style-type: none"> <li>◆ utilize the research based instructional strategies that should be used on a regular basis in the classroom and develop a walkthrough tool to be used in the middle school.</li> </ul> </li> </ul>
<b>Feb. 12</b>	<b>April 2</b>	<ul style="list-style-type: none"> <li>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and the building principal will have a series of meetings (team time, faculty meeting time, uprep periods, and embedded coaching time) to:                             <ul style="list-style-type: none"> <li>◆ Come to consensus with a framework for a standards-based, systematic process for writing in ELA classes in preparation for summer curriculum work.</li> </ul> </li> </ul>
<b>Feb. 12</b>	<b>April 30</b>	<ul style="list-style-type: none"> <li>→ Special education teachers, ELA teachers, Questar III ELA Specialist Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will have a a series of meetings (team time, faculty meeting time, uprep periods) to:                             <ul style="list-style-type: none"> <li>◆ Review ELA critical concepts and come to consensus with standards-based literacy skills that should be taught in grades 6-8 and how they will consistently build grade level to grade level, in preparation for summer curriculum work.</li> </ul> </li> </ul>
<b>March 1</b>	<b>March 5</b>	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will:</li> </ul>

ELA Goal

		<ul style="list-style-type: none"> <li>◆ Meet with grade level teams to communicate the instructional strategies that need to be seen in the classrooms on a regular basis and explain the purpose of the walkthrough tool.</li> </ul>
March 8	May 28	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will:                             <ul style="list-style-type: none"> <li>◆ Conduct three walkthroughs of each teacher to view student engagement in their work and the instructional practices teachers use to engage special education students.</li> </ul> </li> </ul>
March 8	March 12	<ul style="list-style-type: none"> <li>→ The Principal will discuss with students the importance of the NYS ELA Assessments and why they should not opt out by:                             <ul style="list-style-type: none"> <li>◆ visiting each of the ELA classes in grades 6, 7, and 8.</li> </ul> </li> </ul>
April 5	April 20	<ul style="list-style-type: none"> <li>→ The Principal will:                             <ul style="list-style-type: none"> <li>◆ send parents a Google Form if they send a letter to opt their child out asking them why they are opting their child out of the assessment.</li> </ul> </li> </ul>

Spring Benchmark

<p>In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.</p>	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
→ Increase of minutes of individual instruction lessons with iReady	April 2, 2020
→ A direction for a standards -based, systematic process for writing.	April 2, 2020
→ A direction for standards-based literacy skills to be taught in grades 6-8 and how they will consistently build grade level to grade level.	April 2, 2020

Summer Implementation (optional)

<p>In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i></p>		
<b>Start</b>	<b>End</b>	<b>Action</b>
July 7	July 9	<ul style="list-style-type: none"> <li>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will:                             <ul style="list-style-type: none"> <li>◆ Draft and finalize a standards-based systematic process for writing in ELA to be used grades 6-8.</li> </ul> </li> </ul>

ELA Goal

July 7	July 9	<p>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will:</p> <ul style="list-style-type: none"> <li>◆ Create a document of examples of standards-based literacy skills that other content area teachers will do to support student growth with reading and writing in their classrooms.</li> </ul>
July 8	July 9	<p>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will:</p> <ul style="list-style-type: none"> <li>◆ Incorporate the standards-based systematic process for writing in ELA and the standards-based literacy skills into grade level curriculum maps.</li> </ul>
July 9	July 9	<p>→ Special education teachers, ELA teachers, Questar III ELA Specialist, Karen Kohler, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will:</p> <ul style="list-style-type: none"> <li>◆ Create a presentation of the new standards-based writing practices and literacy skills for all classes, to present to the faculty at the opening faculty meeting in September.</li> </ul>
<p><b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?</p>		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
<p>→ During administrative walkthroughs and APPR evaluations, administrators will see a standards-based, systematic process for writing in ELA classes.</p>		2021-2022 school year
<p>→ During administrative walkthroughs and APPR evaluations, administrators will see a standards-based literacy skills taught in ELA classes and supported in other content area classes.</p>		2021-2022 school year

## Math Goal

**Math Goal - By June of 2021 the percentage of typical growth on the iReady Math assessment for all students will increase from 52% to 62% and for special education students will increase from 36% to 56%.**

**Directions:** The school will identify a quantitative goal based on local assessment data that the school deems would indicate that its improvement efforts have been successful. The goal can be specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available and 2020-21 Fall benchmark data is used instead, then what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All - 6-8	The percentage of all students who made typical growth on the iReady Math Assessment in the fall of 2018 to the spring of 2019 was 52% (133 out of 257 students).	The percentage of all students who will make typical growth on the iReady Math Assessment from the fall of 2020 to the spring of 2021 will be 62% (161 out of 267 students).
Sped 6-8	The percentage of special education students who made typical growth on the iReady Math Assessment in the fall of 2018 to the spring of 2019 was 36% (12 out of 33 students).	The percentage of special education students who will make typical growth on the iReady Math Assessment from the fall of 2020 to the spring of 2021 will be 56% (23 out of 41 students).

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?
There are questions on the NYS Math Assessments and iReady math where students can not use calculators. Math and special education teachers believe retention of skills from year to year is lacking causing students to struggle on math problems where they can not use a calculator. Students lack basic fact fluency skills.

Math Goal

Special education teachers and teaching assistants are underutilized in the content area classrooms to assist in the differentiation of assignments. This results in less time for special education teachers to work on skill deficits in the resource room.
There is not a consistent targeted and systematic approach for RtI Math labs to improve individual skills.
Students are not taking iReady and NYS 6-8 Math Assessments seriously. The middle school has a high rate (54%) of students opting out of the NYS 6-8 Math Assessments.

Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan. 4	Jan. 8	<ul style="list-style-type: none"> <li>→ The Principal will:                             <ul style="list-style-type: none"> <li>◆ Communicate in a faculty meeting the purpose for posting a math lesson objective and agenda and how it will inform students of what they will learn, when they are to learn it and why they are learning it.</li> </ul> </li> </ul>
Jan. 4	Jan. 16	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Have meetings with math lab teachers to develop a consensus on the structure of math lab classes.</li> </ul> </li> </ul>
Jan. 4	Feb. 12	<ul style="list-style-type: none"> <li>→ Special education teachers, Math teachers, Questar III Math Specialist, Heidi Bromley, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will have a series of meetings (team time, faculty meeting time, uprep periods) to:                             <ul style="list-style-type: none"> <li>◆ Discuss and prioritize standards-based math skills that all students aren't retaining from year to year.</li> </ul> </li> </ul>
Jan. 19	Jan. 27	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Have grade level meetings to create a plan to increase the use of i-Ready individual instruction lessons for special education students and students in math labs.</li> </ul> </li> </ul>
Jan. 19	Feb. 5	<ul style="list-style-type: none"> <li>→ The Principal, and the Director of Special Education will:                             <ul style="list-style-type: none"> <li>◆ In collaboration with special education teachers, meet to discuss research-based instructional strategies, including specially designed instruction, that should be used on a regular basis in the classroom for special education students.</li> </ul> </li> </ul>
Feb. 1	May 28	<ul style="list-style-type: none"> <li>→ Teachers will:                             <ul style="list-style-type: none"> <li>◆ post a lesson objective and agenda and how it will inform students of what they will learn, when they are to learn it and why they are learning it.</li> </ul> </li> </ul>
Feb. 1	May 28	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will:                             <ul style="list-style-type: none"> <li>◆ Meet biweekly with special education teachers and math lab teachers to analyze student growth from</li> </ul> </li> </ul>

Math Goal

		iReady individual instruction lessons.
<b>Feb. 1</b>	<b>Feb. 5</b>	<ul style="list-style-type: none"> <li>→ The Principal and K-12 Principal will: <ul style="list-style-type: none"> <li>◆ Communicate with parents how to use i-Ready and the benefits of the individual instruction lessons for their child to complete outside of the classroom.</li> </ul> </li> </ul>
<b>Feb. 1</b>	<b>Feb. 12</b>	<ul style="list-style-type: none"> <li>→ The Principal will discuss with parents about what will keep them from opting their child out of the NYS Math Assessments by: <ul style="list-style-type: none"> <li>◆ Scheduling a parent coffee hour.</li> <li>◆ Asking for it to be an agenda discussion item at a PTSA meeting.</li> </ul> </li> </ul>
<b>Feb. 5</b>	<b>Feb. 26</b>	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will: <ul style="list-style-type: none"> <li>◆ Utilize the research based instructional strategies that should be used on a regular basis in the classroom and develop a walkthrough tool to be used in the middle school.</li> </ul> </li> </ul>
<b>Feb. 12</b>	<b>April 2</b>	<ul style="list-style-type: none"> <li>→ Special education teachers, Math teachers, Questar III Math Specialist, Heidi Bromley, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will have a series of meetings (team time, faculty meeting time, uprep periods) to: <ul style="list-style-type: none"> <li>◆ Research best practices at the middle level to reinforce the prioritized standards-based math skills that students aren't retaining from year to year.</li> <li>◆ Review potential programs to work fluency skills with all middle school students.</li> </ul> </li> </ul>
<b>March 1</b>	<b>March 5</b>	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will: <ul style="list-style-type: none"> <li>◆ Meet with grade level teams to communicate the instructional strategies that need to be seen in the classrooms on a regular basis and explain the purpose of the walkthrough tool.</li> </ul> </li> </ul>
<b>March 8</b>	<b>May 28</b>	<ul style="list-style-type: none"> <li>→ The Principal and the Administrative Team will: <ul style="list-style-type: none"> <li>◆ Conduct three walkthroughs of each teacher to view student engagement in their work and the instructional practices teachers use to engage special education students.</li> </ul> </li> </ul>
<b>March 8</b>	<b>March 12</b>	<ul style="list-style-type: none"> <li>→ The Principal will discuss with students the importance of the NYS Math Assessments and why they should not opt out by: <ul style="list-style-type: none"> <li>◆ visiting each of the Math classes in grades 6, 7, and 8.</li> </ul> </li> </ul>

Math Goal

<b>April 2</b>	<b>May 28</b>	<p>→ Special education teachers, Math teachers, Questar III Math Specialist, Heidi Bromley, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will have a series of meetings (team time, faculty meeting time, uprep periods) to:</p> <ul style="list-style-type: none"> <li>◆ Review math critical concepts and come to consensus with prioritized standards - based math skills that should be reinforced in grades 6-8 and how they will consistently build grade level to grade level.</li> </ul>
<b>April 26</b>	<b>May 3</b>	<p>→ The Principal will:</p> <ul style="list-style-type: none"> <li>◆ Send parents a Google Form if they send a letter to opt their child out asking them why they are opting their child out of the assessment.</li> </ul>

Spring Benchmark

<p>In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.</p>	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
→ Increase of minutes of individual instruction lessons with iReady	April 2, 2020
→ Knowledge of best practices at the middle level to reinforce the prioritized standards-based math skills that students aren't retaining from year to year.	April 2, 2020

Summer Implementation (optional)

<p>In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i></p>		
<b>Start</b>	<b>End</b>	<b>Action</b>



Math Goal

July 7	July 9	<p>→ Math teachers, Questar III Math Specialist, Heidi Bromley, Questar III Special Education Specialist, Melissa Macaluso, Director of CIA, and building principal will:</p> <ul style="list-style-type: none"> <li>◆ Further develop curriculum maps by: <ul style="list-style-type: none"> <li>● Integrating priority standards</li> <li>● Aligning assessments to critical concepts</li> <li>● Identifying math skills that should be reinforced at each grade level</li> </ul> </li> <li>● Explore instructional best math practices.</li> </ul>
<p><b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?</p>		
<p><b>Evidence of Success</b></p>		<p><b>When the school would expect to see this</b></p>
<p>→ Further developed standards-based aligned curriculum maps.</p>		<p>July 2021</p>

## Survey Goal

### Survey Goal - Family Engagement

Goal - On the survey statement, “My child’s teacher helps me to help my child learn at home,” the average parent target response will be 3.2 or higher.

**Directions:** Identify a survey question asked to either students, families, or staff at some point in 2020 that the school would like to improve the responses from that stakeholder group.

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parents	My child’s teacher helps me to help my child learn at home.	Target response would be 3.2 or higher. (3.2 is the highest we have had on this response question in 2019)	On a scale of 1 to 5 with 5 being the best, we received a 3. This question has consistently been one of the lowest responses the past 4 out of 5 years.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the survey results it received in 2020?
Lack of consistency of teacher use with Google Classroom and Schooltool.
Parent/caretakers lack of knowledge and or account access.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan. 4	Jan. 11	→ BLT members will: ◆ Survey teachers, teaching assistants and aides on perceived issues with use of Google Classroom and School Tool
Jan. 12	Feb. 1	→ BLT members will: ◆ Provide recommendations to faculty and staff from the survey results and ask for feedback before finalizing guidelines.
Feb.1	Feb. 10	→ BLT members will: ◆ Provide an electronic copy of the finalized guidelines to all faculty and staff members.

## Survey Goal

<b>Feb. 10</b>	<b>March 5</b>	<ul style="list-style-type: none"> <li>→ BLT members and K-12 Technology Coach will provide:                             <ul style="list-style-type: none"> <li>◆ Tutorials for Google Classroom and School Tool for parents through videos, and a reference sheet.</li> </ul> </li> </ul>
<b>Mar. 1</b>	<b>Mar. 5</b>	<ul style="list-style-type: none"> <li>→ BLT members will provide:                             <ul style="list-style-type: none"> <li>◆ A parent Google Meet Q &amp; A for Google Classroom and School Tool.</li> </ul> </li> </ul>
<b>Mar. 22</b>	<b>April 1</b>	<ul style="list-style-type: none"> <li>→ Students, Parents, Staff and Faculty will:                             <ul style="list-style-type: none"> <li>◆ complete 2021 Perception Survey.</li> </ul> </li> </ul>

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

Evidence of Success	When the school would expect to reach this
→ Completion of K-12 Perception Survey	April 2

### Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. *This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.*

Start	End	Action

**Monitoring Success/Goals from Summer Efforts:** What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?

Evidence of Success	When the school would expect to see this

## School Selected Goal

### Social-Emotional Learning

Goal: On the survey statement, “I am familiar with the NYS SEL standards at my instructional level,” the average faculty target response will be 3.5 or higher.

**Directions:** This goal is required for all schools that had an identified subgroup receive a Level 1 for ELP in 2018-19. The ELP goal can be replaced with a School-Selected goal if none of the identified subgroups received a Level 1 for ELP.

The school will identify a quantitative goal based on local data that the school deems would indicate that its improvement efforts have been successful.

- For schools developing an ELP goal, the goal should be based on data pertaining to students that will take the NYSELAT exam in Spring 2021.
- For schools developing a school-selected goal, the school can use local data specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- If end-of-the-year data is not available, the school can use either 2020-21 Fall benchmark data or average monthly data from 2019-20 or 2020-21. If Fall benchmark data is used, what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year. If average monthly data is being used (e.g. # of office referrals), then the school should develop a goal for the month of May

Stakeholder Group	SEL Survey Question	2021 Target Responses	Winter 2020 Results
Faculty	I am familiar with the NYS SEL standards at my instructional level.	Target response would be 3.5 or higher.	On a scale of 1 to 5 with 5 being the best, we received a 2.8.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
K-12 there is not an aligned/consistent SEL curriculum.	

School Selected Goal

Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Oct. 19	Nov. 6	→ School counselors will: ◆ Provide refreshers on Mindfulness for grades 7 and 8.
Nov. 30	Dec. 4	→ SEL PLC will: ◆ Create a faculty survey to analyze their understanding of the SEL Benchmarks.
Nov. 30	Jan. 29	→ GCS PPS will: ◆ Create a student screener to analyze their understanding of the SEL Benchmarks
Dec. 7	Dec. 7	→ SEL PLC will: ◆ Administer the survey to all faculty members.
Jan. 4	Feb. 1	→ SEL PLC, PPS, and BLT will: ◆ Analyze survey results to establish a baseline of the faculties knowledge of SEL Benchmarks.
Feb. 1	Feb. 12	→ GCS PPS will: ◆ Administer student screener to all students in grades 6-8.
Feb. 1	Feb. 26	→ Character Education PLC will: ◆ Plan ADL - No Place Hate Activity One focusing on diversity and inclusion. ◆ Implement a No Place For Hate activity in classrooms for all students.
Feb. 22	May 3	→ School counselors and school psychologist will: ◆ Review with grade level teams the SEL Benchmarks to identify skills that are currently being taught at each grade level. ◆ Identify gaps with grade level teams with the SEL Benchmark skills that middle level students should have.
Feb. 22	June 24	→ SEL PLC, and MS BLT will: ◆ Analyze screener results to create a scope and sequence to meet the needs of all 6-8 students.
March 1	March 31	→ Character Education PLC will: ◆ Plan ADL - No Place Hate Activity Two focusing on diversity and inclusion. ◆ Implement a No Place For Hate activity in classrooms for all students.
May 3	May 31	→ Character Education PLC will:

School Selected Goal

		<ul style="list-style-type: none"> <li>◆ Plan ADL - No Place Hate Activity Three focusing on diversity and inclusion.</li> <li>◆ Implement a No Place For Hate activity in classrooms for all students.</li> </ul>
<b>June 1</b>	<b>June 24</b>	<ul style="list-style-type: none"> <li>→ SEL PLC will:                             <ul style="list-style-type: none"> <li>◆ Readminister the survey to all faculty members to determine an increase of knowledge of SEL Benchmarks.</li> </ul> </li> </ul>
<b>June 24</b>	<b>June 25</b>	<ul style="list-style-type: none"> <li>→ SEL PLC, PPS, and BLT will:                             <ul style="list-style-type: none"> <li>◆ Analyze spring survey results and compare them to the winter survey to see an increase in knowledge of SEL Benchmarks with faculty members.</li> </ul> </li> </ul>

Spring Benchmark

<p>In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.</p>	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
Survey results from faculty surveys will be analyzed and meetings established to breakdown the SEL Benchmarks with each team.	April 2
Student screener results will be analyzed and a framework for a scope and sequence will be started.	April 2

Summer Implementation (optional)

<p>In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i></p>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<p><b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?</p>		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>

## Chronic Absenteeism

**Goal: Reduce chronic absenteeism from 14.7% to 11% by June 2021.**

**Directions:** This goal is required for all schools that had an identified subgroup receive a Level 1 for Chronic Absenteeism in 2018-19. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required. The Chronic Absenteeism goal can be replaced with a School-Selected goal if none of the identified subgroups received a Level 1 for ELP.

The school will identify a quantitative goal based on local data that the school deems would indicate that its improvement efforts have been successful.

- For schools developing a Chronic Absenteeism goal, the goal should be based on limiting Chronic Absenteeism so that the school does not exceed the percent identified as the subgroup’s 2020-21 school-specific Chronic Absenteeism Measure of Interim Progress (MIP) by the end of the year.
- For schools developing a school-selected goal, the school can use local data specific to the identified subgroup, or it can be for “All Students.”

Under “Previous Data,” the school should provide previous results so that a clear apples-to-apples comparison can be made between past performance and the end of the year goal.

- To provide an “apples-to-apples” comparison, use end-of-the-year data whenever available.
- For school’s developing a Chronic Absenteeism goal, use the percent of students identified as Chronically Absent in 2018-19.
- If end-of-the-year data is not available, the school can use either 2020-21 Fall benchmark data or average monthly data from 2019-20 or 2020-21. If Fall benchmark data is used, what is being measured (e.g. % of students at grade level) will need to be the same in both the fall and the end-of-the-year. If average monthly data is being used (e.g. # of office referrals), then the school should develop a goal for the month of May.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All	Chronic Absenteeism rate for all students based on 18-19 ESSA data was 14.7%	Target is set for 11%

## Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
There is a lack of relationships between staff and some students. These students lack a connection to school.	No
Reasons for students being chronically absent are not systematically explored or addressed.	No
Lack of interventions to support students who are chronically absent.	No

Chronic Absenteeism or School-Selected Goal

Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
8/2020	12/2020	<p>→ Administrative Team will:</p> <ul style="list-style-type: none"> <li>◆ Setup Pilot Program for Attendance Mentors</li> <li>◆ Identify students who have been chronically absent in the 2018-19 school year</li> <li>◆ Establish a process for volunteer mentor/mentee relationship</li> <li>◆ Create a Professional Learning Communities (PLCs) structure with one PLC focused on this priority.</li> <li>◆ Review the NCRERN process with the administrative team.</li> <li>◆ Develop a letter and survey that will be sent to identified at-risk students and their parents.</li> <li>◆ Present the intervention to staff and gather a list of those interested in being a mentor.</li> <li>◆ Conduct an orientation regarding the mentor/mentee process for staff.</li> </ul>
10/2020	6/2020	<p>→ Mentors will:</p> <ul style="list-style-type: none"> <li>◆ Conduct meetings with mentees 1x/week for at least 10 minutes to check-in and gather progress monitoring information through the use of a District-designed Google Form.</li> </ul>
1/11/20	1/11/20	<p>→ Administrative Team will:</p> <ul style="list-style-type: none"> <li>◆ Partner with the New York State Mentoring program to provide a mentor training</li> </ul>
1/25/20	1/25/20	<p>→ Administrative Team will:</p> <ul style="list-style-type: none"> <li>◆ Partner with the New York State Mentoring program to provide a process training to review and refine existing practices</li> </ul>
2/1/20	2/1/20	<p>→ K-12 Principal and Administrative team will:</p> <ul style="list-style-type: none"> <li>◆ Share 2nd quarter data (total daily attendance, frequency of meetings attended/not attended, goals achieved, rewards selected, current grades) with mentors based on their mentee to identify individual progress toward goals.</li> </ul>
2/1/20	2/12/20	<p>→ Administrative team will:</p>



Chronic Absenteeism or School-Selected Goal

		<ul style="list-style-type: none"> <li>◆ Review for additional mentees and mentors to participate in the program for the second half of the 20-21 school year</li> </ul>
<b>3/8/20</b>	3/8/20	<ul style="list-style-type: none"> <li>→ Attendance mentor PLC will:                             <ul style="list-style-type: none"> <li>◆ Review status, share updates, and make recommendations for the program</li> </ul> </li> </ul>
<b>4/16/20</b>	4/16/20	<ul style="list-style-type: none"> <li>→ Administrative team will:                             <ul style="list-style-type: none"> <li>◆ Share end of 3rd quarter data with mentors based on their mentee to identify individual progress toward goals.</li> </ul> </li> </ul>
<b>4/21/20</b>	4/21/20	<ul style="list-style-type: none"> <li>→ Administrative team will:                             <ul style="list-style-type: none"> <li>◆ Attend NCRERN Convening to network and gather insight in adjusting the mentoring program.</li> </ul> </li> </ul>
<b>5/10/20</b>	5/10/20	<ul style="list-style-type: none"> <li>→ Attendance mentor PLC will:                             <ul style="list-style-type: none"> <li>◆ Meet to finalize recommendations for the program for the 21-22 school year</li> </ul> </li> </ul>
<b>6/10/20</b>	6/10/20	<ul style="list-style-type: none"> <li>→ Administrative team will:                             <ul style="list-style-type: none"> <li>◆ Plan a celebration with the pilot group of mentors and mentees and share Form to gather feedback from both groups.</li> </ul> </li> </ul>
<b>6/15/20</b>	6/15/20	<ul style="list-style-type: none"> <li>→ Administrative team will:                             <ul style="list-style-type: none"> <li>◆ Setup Individual Intervention Action Planning Support Meeting</li> </ul> </li> </ul>

Spring Benchmark

<p>In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date.</p> <ul style="list-style-type: none"> <li>● For school-selected goals, this can be quantitative data or qualitative descriptors of what success would look like.</li> </ul>	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
To be on track for this goal we would like to see no more than 8% of the students in grades 6-8 chronically absent at the end of the third quarter.	April 2

Chronic Absenteeism or School-Selected Goal

Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. *This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.*

Start	End	Action
<b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>

## 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 investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3.  The SCEP will be implemented no later than the first day of student attendance in January 2021.
4.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**TSI Schools:** The plan 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).