



2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
East Ramapo Central School District	Spring Valley High School	Karen J. Pinel	9-12, and ungraded

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

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
Hispanic	1	2	1	1	3	1	3

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	Step 5: Identifying a plan to communicate the priorities with different stakeholders
5/27/20	X	X			
6/1/20	X	X	X		
6/5/20		X	X		
6/10/20				X	
6/12/20				X	
6/15/20				X	
6/17/20					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	Teachers participated in whole group School Leadership Team meetings, with and without consultants. They participated in data analysis to identify root causes and determine goals to address these. Teachers worked in small groups on selected Goal areas, sharing opinions and helping to write the SCEP.
Parents with children from each identified subgroup	Parents were surveyed through the school website to determine their needs with regard to planning for school improvement. Parents participated in meetings with the School Leadership Team and consultants. They participated in determining goals to address and worked in small groups on selected Goal areas, sharing opinions and helping to write the SCEP.
Secondary Schools: Students from each identified subgroup	Students were surveyed through the school website to determine their needs with regard to planning for school improvement.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>										Signature
		5/27	6/1	6/5	6/8	6/10	6/12	6/15	6/17			
Karen J. Pinel	Principal	X	X	X	X	X	X	X	X			
Dr. Dionne Olamiju	Assistant Principal	X	X	X	X	X	X	X	X			
Marisol Jackson	Assistant Principal	X	X	X	X	X	X	X	X			
Tyanna Collins	Assistant Principal	X	X	X	X	X	X	X	X			
Hope Savich	Academic Standards Facilitator	X	X	X	X	X		X	X			
Deymiss Caraballo	Teacher		X				X					
Alozie Ogbonna	Teacher		X			X	X					
Dorothy Lonergan	Teacher		X				X					
Chayna Zalensky	Teacher		X			X	X					
Danielle Beaumont	Teacher		X									
Ivette Herrera	Teacher						X					
Thierry Marcellus	Teacher					X	X					
Jacqueline Iaria	Teacher		X			X	X					
Tiffany Morrison	Parent					X	X					
Heather White	Parent					X	X					

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Professional Learning Communities
SCEP Goal(s) this strategy will support	School Selected Goal

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
<input type="checkbox"/>	What Works Clearinghouse
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<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.

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

Leadership Assurances:

- A monthly calendar of leadership meetings will be created to review SCEP goals and action steps.
- The calendar of dates will be communicated to the leadership team via Google Docs or other electronic methods.
- Each monthly meeting will utilize an agenda, data template and will result in meeting notes that identify actions to be taken and person responsible.
- The SCEP goals and action steps will be reviewed by the identified responsible person.
- The data template and other tools, including Eye on the Goal data will be used at each meeting to support an analysis of action steps and goals.
- Action steps will be coded red (no action), yellow (some progress) or green (on target or complete).
- A communication plan will be developed during the summer to ensure communication of the SCEP to all stakeholders.
- A review of the SCEP communication plan will occur at each meeting to ensure that students, teachers and parents are informed of the SCEP and progress toward actualizing the goals throughout the year.
- Adjustments in the goals and action steps will be made throughout the year as needed to address building needs.
- This process will occur regardless of whether school is virtual or in a traditional setting.

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
1B Intervention and Identification	Social-Emotional Supports	From the summer of 2020 and extending throughout the school year, school leaders will create systems to address the Socio-Emotional gaps of students, staff, and families entering school, and provide for the needs of all stakeholders in the event of a break in the school year. By June 2021, 85% of students, staff, and parents will agree or strongly agree with the statement, "I receive help when I turn to someone in the school for social or emotional support."	On past surveys, parents and students have indicated that they do not necessarily know who to turn to for support. The same is true for staff, particularly during the pandemic.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Communication about available socio-emotional support has not been clear and prominent. It has often been taken for granted that people know what is available.	Yes, the Guidance Department
The COVID-19 Pandemic has emphasized the gaps in socio-emotional support for students and families.	No
We are in the process of changing the school culture to one which is inclusive , where everyone feels they belong. Our leadership team has not strategically focused this as an area to monitor. We need more data to determine next steps.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
8/31/2020	9/4/2020	(T, V) The Assistant Principal for Organization (person responsible) will create a student contact database in Google sheets that staff will complete weekly (frequency), indicating their verbal communication (via phone call or in person) with their assigned/selected students.
8/31/20	9/4/20	(T, V) The administrative team (Principal - person responsible) will develop an online survey for faculty, staff, and students to determine their socio-emotional needs. It will include a question asking them to agree, disagree, strongly agree, or strongly disagree to the statement: "I receive help when I turn to someone in the school for social or emotional support."

Tenet 1 or Tenet 2 Goal

8/31/20	9/11/20	(T, V) The Principal (person responsible) will work with the PTSA officers and the Family Resource Coordinator to develop a calendar of in-person or virtual meetings, that include guest speakers for socio-emotional support and iTime lessons. Feedback will be collected at the end of each session in exit surveys to determine impact.
8/31/20	9/11/20	(T, V) The Assistant Principal for Organization (person responsible) will develop and distribute a schedule for the socio-emotional needs survey to be administered 1) to students through the Google classroom in Physical Education classes, virtually or in-person; 2) to parents through the school website; 3) faculty and staff during a faculty meeting on a quarterly basis (frequency).
9/7/2020	9/11/2020	(T, V) Faculty and staff will receive the script from the Principal (person responsible) for phone calls and/or conversations with students. The script will provide questions regarding technology access (V), academic progress, and socio-emotional needs. Teachers will note responses in the Google sheets database. Frequency: one time, first week of school
9/7/20	9/11/20	(T, V) The Assistant Principal for Student Management (person responsible) will develop a schedule for iTime socio-emotional lessons for the entire school, as well as the PTSA, on a monthly (frequency) basis.
9/7/20	9/14/20	(T, V) The Family Resource Coordinator (person responsible) will create a flyer to communicate the NICE Team's services, such as restorative circles, counseling, and group sessions, to the faculty, staff, and parents. This will be posted on the website, e-mailed, and distributed in regular or Google classrooms, as well as at the PTSA meeting. Parent survey data will be gathered to determine effectiveness of this communication.
9/8/2020	9/11/2020	(T, V) Faculty and staff will select students that they will check in with on a weekly basis, verbally. The students will be first selected by special education teachers. The remaining number of students will be divided equally and staff will select them or they will be assigned by the Assistant Principal for Organization (person responsible).
9/11/20	9/18/20	(T, V) The Assistant Principal for Pupil Personnel Services (person responsible) will create a flyer to communicate the Guidance Department's social and emotional support services. This will include information on services provided by counselors, psychologists, the family resource coordinator, the NICE Team, and community partner organizations, as well as contact information. This will be posted on the website, e-mailed, and distributed in regular or Google classrooms, as well as at the PTSA meetings. A survey question on the quarterly school community survey will be used to gather data on the impact of this initiative.
9/14/2020	1/22/21	(T, V) Faculty and staff will update the contact database on a weekly basis (frequency) as part of the 20 contractual additional teacher hours. The support administrator (person responsible) for each department will monitor communication with a random sampling of staff each week and provide necessary support.
9/14/2020	1/22/21	(T, V) The School Leadership team will analyze the data collected from the weekly phone call database, on a quarterly basis (frequency), to

Tenet 1 or Tenet 2 Goal

		determine areas of student need for support and next steps. (Principal - person responsible)
9/14/20	1/22/21	(T, V) On a quarterly basis , (frequency) the School Leadership Team (Principal – person responsible) will analyze the survey data provided by the Assistant Principal for Organization to monitor progress and determine next steps.
9/14/20	1/22/21	(T, V) The administrative team (Principal - person responsible) will include a question in the online survey for faculty, staff, and students to determine the effectiveness of the communication around the NICE team. The School Leadership Team will analyze this data on a quarterly basis (frequency). (Principal - person responsible)
9/14/20	1/22/21	(T, V) Teachers in a different department each month (frequency) will deliver an iTime socio-emotional lesson to their class. The support administrator (person responsible) for that particular department will participate in one of these lessons. Student and teacher feedback will be gathered at the end of each session to determine effectiveness.
9/14/20	1/22/21	(T, V) The Principal (person responsible) will collect feedback at the conclusion of each monthly (frequency) PTSA meeting to determine the impact of the ITime Lessons. The School Leadership Team will analyze this data on a quarterly basis (frequency). (Principal - person responsible)
9/14/20	1/22/21	(T, V) The Principal (person responsible) will ensure that administrators rotate presenting iTime lessons at monthly (frequency) PTSA meetings, whether in-person or virtually. Data will be collected as to type and frequency of lessons. Parent reflections and feedback on lessons will be gathered.
9/14/20	1/22/21	(T, V) The administrative team (Principal - person responsible) will include a question in the online survey for faculty, staff, and students to determine the effectiveness of the communication around the Guidance Department’s social and emotional support services. The School Leadership Team will analyze this data on a quarterly basis (frequency). (Principal – person responsible)

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
Quarterly socio-emotional survey to faculty, staff, students, and parents	There will be a 15-25% increase in the number of faculty, staff and students who respond with agree or strongly agree to the statement, “I receive help when I turn to someone in the school for social or emotional support.”

Tenet 1 or Tenet 2 Goal

Mid-Year Student Performance Measure

<p>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)</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Performance	January 2021 Target
Increase in attendance rates	The attendance rate at the conclusion of the first semester (9/5/19 - 1/24/20) was 89%.	We would like to see a 1-3% improvement in the attendance rate, in the traditional setting.
Survey data collected regarding the number of students using different opportunities. Satisfaction with quality of service provided.	We did not collect this data	Baseline data to be used to adjust action steps and SCEP
Eye on the Goal data on percent of students passing classes.	45% of students overall failed 1+ classes	10% - 15% improvement in percentage of students failing 1+ classes

Planning for January to June

<p>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></p>		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
1/25/21	2/15/21	(T, V) The School Leadership Team (Principal - person responsible) will analyze mid-year survey data from contact database, iTime lessons, and parent/student/teacher surveys to determine next steps and possible changes in the process.
1/25/2021	6/15/2021	(T, V) Faculty and staff will continue to update the contact database on a weekly basis (frequency) as part of the 20 contractual additional teacher hours. The support administrator (person responsible) for each department will monitor communication with a random sampling of staff each week and provide necessary support.
1/25/2021	6/15/2021	(T, V) The Assistant Principal for Organization (person responsible) will develop and distribute a schedule for the socio-emotional needs survey to be administered 2nd semester 1) to students through the Google classroom in Physical Education classes, virtually or in-person; 2) to parents through the school website; 3) faculty and staff during a faculty meeting on a quarterly basis (frequency).
1/25/2021	6/15/2020	(T, V) On a quarterly basis (frequency), the School Leadership Team (Principal – person responsible) will continue to analyze the survey data provided by the Assistant Principal for Organization to monitor progress and determine next steps.

Tenet 1 or Tenet 2 Goal

1/25/2021	6/15/2021	(T, V) Teachers in a different department each month (frequency) will deliver an iTime socio-emotional lesson to their class with any changes made, as determined by the School Leadership Team’s data analysis (see above). The support administrator (person responsible) for that particular department will participate and monitor the changes in the lessons.
1/25/2021	6/15/2021	(T, V) The Principal (person responsible) will ensure that administrators rotate presenting iTime lessons at monthly (frequency) PTSA meetings, whether in-person or virtually.

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
Communication with stakeholders needs to be consistent and clear	Schoology will be implemented	June - August 2020

Tenet 3 or Tenet 4 Goal

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal Strategic Plan Pillar 1 High Expectations for Teaching and Learning Teaching Practices T2 Leader Practices T1	Most Recent End-of-Year Data for the Same Measure as the Goal
4E Instructional Techniques that deepen engagement 2D Provides High-Quality Instructional Leadership		Evidence of increased student engagement was gathered during the last school-year through learning walks and classroom observations. However, most of this data is anecdotal and the improvement in student assessment and engagement practices are not sufficient. In addition, student engagement in virtual settings decreased dramatically for various reasons. By June 2021, evidence of student ownership of learning, in virtual and traditional settings, as defined by the learning walk tool will increase so that 85% of teachers score highly-effective on all components of the learning walk tool.	September - March learning walk data was not used to determine levels of engagement. March - June - no data has been gathered due to online teaching.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Although administrators complete learning walks using district guidelines of 5,20, 80 visitations, data has not been used at the building level to determine proficiency levels for teachers. Data from these walks, although available at the district-level, has not been systematically shared and used in a specific, targeted and helpful manner with teachers. As a result, there is a lack of consistency in supporting change within the building.	No
Strategies to support student ownership of learning, including use of learning targets, checks for understanding and engagement protocols, are inconsistently used, understood and monitored by teachers and administrators. Therefore, building capacity to impact student learning is not at levels where students own their learning in all classrooms.	No
From March to June due to a lack of knowledge and skill in using online tools to engage students the amount of engagement declined.	No
Equity concerns permeate this entire problem from having technology and access to the internet to the skill levels of teachers and students. The concern is equal access to learning for ALL students.	No However, concerns were expressed about ENL and

Tenet 3 or Tenet 4 Goal

	Sped. students regarding communication and support in using online tools.
--	---

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
8/2020	9/4/2020	(T, V) The Administrative team will receive professional development on recalibration and providing actionable feedback to teachers (Principal - person responsible) to align the language in the document and understanding of the purpose of a walk through as well as how to use the feedback as a lever for changing teaching practice. Frequency: September and January
8/2020	9/4/2020	(T, V) The school leader (Principal – person responsible) will share the learning- walk tool with teachers, including the process for sharing feedback via email prior to the start of school. This communication will share the reason for the update to the tool including how it might be used virtually. Frequency: once
8/2020	9/4/2020	(T, V) School leadership team will share a document outlining clear expectations for teaching and learning online during a Faculty meeting session. (<i>etiquette, systems and protocols for online classroom management, best practices, research based strategies</i>) (Principal/Assistant Principal for Scheduling – person responsible); Frequency: once This will serve as the platform to hone systems that shift from traditional in person to online formats for classroom protocols that will be supported with subsequent PD from ASF.
8/2020	9/4/2020	(T, V) Communication/Google meet sessions will be provided for students and families on how to best use and access Schoology, Remind, Classlink, Parent Portal and Student Portal. (Assistant Principals for Guidance and AP/BARR Director – person responsible) Frequency: a series of 2-3 Having an increased visibility with stakeholders increases a feeling of support as well as creating accountability that all members of the administration team can speak to and work within these platforms to help teachers grow their practice.
8/2020	9/4/2020	(T, V) School leadership team (Academic Standards Facilitator – person responsible) will electronically send a set of student engagement protocols to remind faculty that they are required to choose three they will use during the first semester to actively engage students in learning. Selections will be reported to department administrators. Data will be reviewed for trends and pd opportunities. Frequency: August and January
8/2020	9/4/2020	(T, V) School leadership team meets with the consultant to plan the professional development schedule for the year, including identification of cohort, remediation groups, lesson design group, Train the Trainer cohort.

Tenet 3 or Tenet 4 Goal

		(Academic Standards Facilitator and principal – person responsible) Frequency: September, January
8/2020	9/4/2020	(T,V) Teachers will be required to set norms and expectations for classroom discussion both online and in traditional classrooms to support the development of a culture for learning and discussion. (Use BARR process similar to the 9th grade team) These norms for discussion and collaboration will be posted and referred to throughout the year. (Academic Standards Facilitator - person responsible for leading this work) Frequency: September, revisited in January
9/8/2020	9/30/2020	(T, V) Professional development on “checking for understanding” strategies to provide actionable feedback to students will be provided in small group sessions using Google Meet or half day pull out time for teachers. (Outside Consultant and Academic Standards Facilitator – person responsible) To increase the use of success criteria and the integration of standards-based rubrics to drive students learning and mastery. Frequency: September, October, November.
9/8/2020	9/30/2020	(T, V) Principal will lead a review of the SCEP in a Faculty Meeting (Principal: person responsible) Frequency: quarterly by using a jigsaw protocol to unpack the SCEP (each department receiving different tenets) a conversation will emerge that is not only among Departments but also becomes cross-curricular departments have to team up.
9/2020	1/2021	(T, V) School leaders will conduct learning walks, using the 5, 20, 80 cycle to gather data and provide feedback to teachers regarding the components of student ownership identified in the learning walk tool. (All administrators – person responsible) Frequency: weekly This will allow for review of the teachers’ application of the professional development and to gather pertinent data to drive leadership decision.
9/2020	1/2021	(T, V) School leaders will hold data analysis meetings to look at data from learning walks. (Principal – person responsible) Frequency: monthly This will increase the accountability among the team and require a deep understanding of the results to engage with peers in a data conversation using a protocol with each team member reporting next steps to the group to be follow up in each subsequent meeting.
9/2020	1/2021	(T, V) School leaders will share aggregate learning walk data for analysis with teachers to determine next steps and provide follow-up professional development. Teachers will identify professional development needs using data from learning walks. (Principal - person responsible) Frequency: monthly This will allow for teacher ownership of learning and actualization of instructional goals identified in the SCEP.
9/2020	1/2021	(T, V) School leaders will use data from learning walks to differentiate professional development for teachers needing additional support in implementing strategies to promote student ownership of learning. (Principal, Academic Standards Facilitator – person responsible) Frequency: monthly This will promote teacher ownership of professional

Tenet 3 or Tenet 4 Goal

		development, as well as an awareness of trends in achieving instructional goals.
11/2020	11/2020	(T, V) School leadership team will survey students and teachers to determine perceptions of the impact of the learning walks, feedback and coaching cycle on creating student ownership of learning. Student focus questions: My teachers actively engage me in learning daily. (Academic Standards Facilitator – person responsible) Frequency: November and January
11/2020	11/2020	(T, V) School leaders will review feedback data provided to teachers using a rubric to determine quality of feedback and assess impact of feedback on teaching effectiveness as evidenced by follow-up visits. (Principal, consultant – person responsible) Frequency: bi-annually

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
Learning Walk Tool	70% of all teachers score Evident or Highly Evident on Learning Walk Tool
Student Survey	70% of students Agree or Highly Agree with statement: My teachers actively engage me in learning.

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
Eye on the Goal Data	Percentage of students scoring proficient or better on Star Renaissance was 24% in ELA and 21% in math.	Increase 10% from January 2020
Correlation data of learning walk scores for teachers and student passing rates.	none	High correlation between teachers scores on learning walks and passing rates on quarterly grades

Tenet 3 or Tenet 4 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? (add additional rows as needed)		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
1/2021	1/28/2021	(T, V) School leadership team will analyze student achievement, learning walk, professional development and survey data to determine next steps for professional learning for building. (Principal – person responsible) Frequency: quarterly This analysis will include a comparison of learning walk data with course passing rates to determine alignment of practice with student learning.
1/2021	6/2021	(T, V) School leaders will conduct learning walks, using the 5, 20, 80 cycle to gather data and provide feedback to teachers regarding the components of student ownership identified in the learning walk tool. (Principal – person responsible) Frequency: weekly
1/2021	6/2021	(T, V) School leaders will share aggregate learning walk data for analysis with teachers to determine next steps and provide follow-up professional development. Teachers will identify professional development needs using data from learning walks. (Principal – person responsible) Frequency: monthly
1/2021	6/2021	(T, V) School leaders will utilize a coaching cycle to provide teachers with feedback, support and accountability by returning to classes to see implementation of feedback suggestions. (Principal – person responsible) Frequency: weekly
2/2/2021	2/5/2021	(T, V) School leadership team will create a differentiated professional learning plan based on data from sources above. (Principal - person responsible) This differentiated professional development will be used to support teacher learning. Frequency: once, mid-year
2/8/2021	2/9/2021	(T, V) Academic Standards Facilitator (person responsible) will develop a schedule to communicate with teachers regarding professional development opportunities.
2/2021	6/2021	(T, V) Train-the-Trainer facilitators will support teachers in all settings to provide modeling, lesson development support for teachers to continue to build the capacity of teachers to engage students. (Academic Standards Facilitator - person responsible) Frequency: ongoing
6/2021	6/2021	(T, V) School leadership team will analyze data from the learning walk tool, student performance data, survey data and Eye on the Goal data to determine effectiveness of professional learning and plan next steps. (Principal – person responsible) A review of the correlation between learning walk scores(goal) and course passing rates will be reviewed. Frequency: once, end of school year

Tenet 3 or Tenet 4 Goal

Addressing COVID-19 Related Challenges

<p>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></p>		
Need	Strategy to Address	When
(T) Social Distancing makes in-person engagement protocols challenging	Professional development with consultant on how to engage students in protocols regardless of social distancing	throughout the school year

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
1B Intervention and Identification		By June 2021 80% of students in each cohort will have the required number of credits to attain graduation in their target year.	The dropout rate for our 2016 cohort is 18%.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The average attendance rate for the last three years has been under 90% for all grades.	All grades
There has been an increase in enrollment to 9th grade of newly arrived students aged 16 years and older with Interrupted Formal Education.	9th Grade
Newly arrived ENL students need to work to support their families and to pay off debts owed in their homelands.	9th Grade
Students who do not experience academic success in their core subjects in 9th grade often become apathetic and drop out.	9th Grade

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
8/2020	8/2020	(T,V) The Assistant Principal for the 9th Grade Academy (person responsible) and the Family Resource Coordinator will meet with the 8th Grade Assistant Principal and 8th grade guidance counselors to discuss the academic, social emotional needs of identified at risk students in the incoming 9th grade cohort. Frequency: once before the start of the upcoming school year
8/2020	8/2020	(V) The Principal and the Assistant Principals (person responsible) will develop a virtual flexible learning plan for SIFE students who have job obligations, if the school year opens virtually. Frequency: once
9/2020	1/2021	(T,V) The Assistant Principal for Guidance (person responsible) will ensure that the guidance counselors provide 100% of students their transcripts and Final 5 graduation requirements in class so that they will be able to state their status towards graduation based on credit

School-Selected Tenet Goal

		acquisition and Regents examinations. At the end of each presentation, students will complete exit tickets to demonstrate their understanding of their Final 5 status as well as to document any follow up questions they may have. Frequency: once per semester
9/2020	10/15/2020	(T,V) The Assistant Principal who is also the My Brother's Keeper Coordinator (person responsible) will assign MBK mentors to at risk students in all grades. Frequency: ongoing
9/2020	1/2021	(T,V) The Assistant Principals for each grade (person responsible) will conduct every 5 weeks (frequency) risk review meetings with counselors, psychologists, the Family Resource Coordinator, and the NICE team, to determine academic, social and emotional interventions for at risk students in all grades.
9/2020	9/2020	(T,V) The Assistant Principal for the 9th grade Academy (person responsible) will work with 9th grade Algebra and English Language Arts teachers to create Baseline Assessments geared to identifying at risk students and providing timely interventions. Frequency: once during the first quarter
9/2020	11/2020	(T,V) The Assistant Principals (person responsible) for each grade will create a uniform Final 5 database for their grade. Frequency: once during the first month
9/2020	6/2021	(T,V) Ongoing analysis of the Final 5 database for each grade will be conducted by the Assistant Principals (person responsible) for each grade. Frequency: Ongoing Data will be used to inform next steps to support students not meeting grade-level expectations.
9/2020	1/2021	(T,V) Final 5 graduation requirements and students' academic scores will be communicated to parents monthly (frequency) during the PTSA (Assistant Principal Guidance, responsible) and 9th grade Parent meetings (9th grade Assistant Principal, responsible) .
9/2020	1/2021	(T,V) The Assistant Principals for each grade (person responsible) will review the attendance reports monthly (frequency) to identify at risk students and provide interventions.
9/2020	1/2021	(T,V) The Assistant Principals for each grade (person responsible) will review quarterly (frequency) academic data and identify students who fail one or more subjects for interventions (i.e. scaffolding and differentiation of lessons as well as the Saturday Academy and The Rising Stars Afterschool Program.)
9/2020	1/2021	(T,V) The Assistant Principals for each grade (person responsible) will partner with VCS, the NICE Team and other community-based organizations to provide interventions to students who are not on track to attaining the required number of credits to graduate in their target year. Frequency: Ongoing
9/2020	1/2021	(T,V) The Assistant Principals (person responsible) will collaborate with the School Resource Officer, The Department of Social Services and the Department of Probation to provide interventions/supports for students with 10 or more absences. Frequency: Ongoing

School-Selected Tenet Goal

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	January 2021 Target
Monthly Attendance Reports	The attendance/participation (virtual) rate for each grade will be 90%
Eye on the Goal data will identify students at the five week mark to determine progress toward credit accumulation.	80% of students in each cohort will be on track to accruing the number of credits required to attain graduation in their target year.

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
Eye on the Goal data	Percentage of students scoring proficiency or better	Increase of 10%
Mid-year students passing report	Percentage of students passing at least 80% of their classes	Increase of 10%

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: (T) = Traditional Setting; (V) = Virtual Setting
1/2021	6/2021	(T,V) The Assistant Principal for Guidance (person responsible) and the guidance counselors will again provide 100% of students their transcripts and Final 5 graduation requirements so that they will be able to state their status towards graduation based on credit acquisition and Regents examinations. At the end of each presentation, students will complete exit tickets to demonstrate their understanding of the Final 5 requirements as well as their Final 5 status and to document any follow up questions they may have. Frequency: once per semester
1/2021	6/2021	(T,V) The Assistant Principals for each grade (person responsible) will review quarterly (frequency) academic data and create a data- base of students who fail one or more subjects for interventions, i.e. scaffolding and differentiation of lessons as well as the Saturday Academy and The Rising Stars Afterschool Program.
1/2021	6/2021	(T,V) The Final 5 graduation requirements and students' academic scores will continue to be communicated to parents monthly (frequency) during

School-Selected Tenet Goal

		the PTSA (Assistant Principal Guidance , responsible) and 9th grade meetings (Assistant Principal 9th grade , responsible). Frequency: Monthly
1/2021	2/2021	(T,V) The Assistant principals (person responsible) will continue to review the monthly (frequency) attendance reports to ensure that the attendance rates per grade is at least 90%. Additional steps will be planned to address students not attending school on a regular basis. Parent contacts, meeting with counselors etc.
1/2021	6/2021	(T,V) The Assistant principals (person responsible) will collaborate with the School Resource Officer, the Department of Social Services and the Department of Probation to provide interventions/supports for students with 10 or more absences. Frequency: ongoing

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
In the likely event that virtual learning continues, there is a need for a device for all students at the start of the school year.	The school will engage in conversations with the Assistant Superintendent to identify the District's plans for ensuring that all students have access to a device.	July 2020
Data measuring and collection has been a challenge during this period.	The school will continue to utilize the Google spreadsheet. We will also attend the PD provide on our new systems (Schoolology, remind, etc.)	July 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
2E Effectively Manages Resources	Time	In PLCs, teachers will use common assessment data to identify failing students to receive additional support through differentiated lessons and interventions. By June 2021, 75% of students receiving additional support will improve their performance on common assessments by 20%.	During our June 2020 District-led review, teachers stated in a focus group that they wanted to spend PLC time collaborating with their peers and aligning curriculum.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
PLCs during the 2019-20 school year were focused on engagement strategies which were generalized for all content-areas, given that teachers from all subject-areas attended the lunchtime PLCs. Attendance was strong in these PLCs; however, the focus was not on subject-area content or standards.	No
Post Covid-19 PLCs were conducted in large content-area departments and served as a messaging system to disseminate important, time-sensitive information during the pandemic. The focus was not on content or standards.	No
Due to the Covid-19 pandemic, students will be entering their classes with gaps in learning and the importance of assessing students and prioritizing power standards is critical.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
8/2020	9/2020	(T,V) The Academic Standards Facilitator (person responsible) will create a schedule for PLCs and a method for tracking participation in the PLCs. Frequency: once
9/2020	9/2020	(T,V) The Principal (person responsible) will share the PLC goal with the faculty during the first PD day of the school year. Frequency: once
9/2020	6/2020	(T,V) The Academic Standards Facilitator (person responsible) will monitor weekly (frequency) PLC minutes/notes and give feedback to teachers on progress.
9/2020	6/2020	(T,V) Teachers will meet in twice weekly (frequency) PLCs (combined if virtual) to develop common assessments and lesson plans, providing

School-Selected Tenet Goal

		evidence of their work through a google tracking sheet. (Academic Standards Facilitator, person responsible) If the school schedule is in a traditional model of 20 minutes during lunch, PLCs will focus on engagement strategies and the use of technology.
9/2020	6/2020	(T,V) The Academic Standards Facilitator (person responsible) (in collaboration with the Admin Team) will provide content and pedagogical support to teachers' PLCs on a weekly basis (frequency).
9/2020	6/2020	(T,V) The Academic Standards Facilitator (person responsible) will provide a common tracking tool to report data from common assessments. Frequency: ongoing
9/ 2020	10/2020	(T,V) In PLCs, teachers will review Standards to identify Power Standards for a pre-assessment and future unit planning. (Academic Standards Facilitator, person responsible) Frequency: ongoing
10/2020	11/2020	(T,V) Teachers will be surveyed quarterly (frequency) on the progress and usefulness of the PLC format by the Academic Standards Facilitator (person responsible).
10/2020	11/ 2020	(T,V) In PLCs, teachers will develop a quarterly (frequency) common assessment to be administered prior to November. (Academic Standards Facilitator, person responsible) .
11/ 2020	11/ 2020	(T,V) In PLCs, teachers will analyze data from the common assessment and identify students who failed using a data protocol (such as Atlas). (Academic Standards Facilitator, person responsible) Frequency: ongoing
11/2020	12/2020	(T,V) Teachers will have the opportunity to share out their PLC work in monthly (frequency) Department Meetings in order to discuss common strategies and align grade-level benchmarks. (Academic Standards Facilitator, person responsible)
11/2020	12/2020	(T,V) In PLCs, teachers will work together to develop differentiated lessons to address the needs of the bottom 20%, as indicated by the common assessment. (Academic Standards Facilitator, responsible)
11/2020	12/2020	(T,V) Teachers will participate in a PD on differentiation (frequency: once), provided by an outside consultant. (Academic Standards Facilitator, person responsible)

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
Common assessment data	100% of core classes will implement a common quarterly assessment in their classes.
Mid-term assessment data	100% of core classes will implement a common mid-term assessment in their classes.

School-Selected Tenet Goal

Mid-Year Student Performance Measure

<p>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)</p> <p>Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</p>		
Data Source	January 2020 Performance	January 2021 Target
Quarterly Common Assessment	No data available	passing rate on common assessment
Mid-term exams		

Planning for January to June

<p>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></p>		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
1/2021	2/2021	(T,V) The Academic Standards Facilitator (person responsible) will implement a mid-year (frequency: once) survey of the teachers on their satisfaction of PLCs and the effectiveness of the format. Opportunity for feedback and suggestions for the next semester will be allotted.
1/2021	1/2021	(T,V) In PLCs, teachers will look at samples of student work and use a protocol to examine it. (Academic Standards Facilitator - person responsible)
2/2021	2/2021	(T,V) In PLCs, teachers will develop another common assessment based on the power standards for their content-area and the data from the last common assessment. (Academic Standards Facilitator - person responsible) Frequency: ongoing
3/2021	3/2021	(T,V) In PLCs, teachers will analyze the data from the common assessment to determine interventions for the students scoring in the bottom 20%. (Academic Standards Facilitator - person responsible) Frequency: quarterly
3/2021	4/2021	(T,V) Teachers will be surveyed on the progress and usefulness of the PLC format by the Academic Standards Facilitator (person responsible). Frequency: quarterly .
3/2021	4/2021	(T,V) Teachers will have the opportunity to share out their PLC work in Department Meetings in order to discuss common strategies and align grade-level benchmarks. (Academic Standards Facilitator - person responsible) Frequency: ongoing
4/2021	4/2021	(T,V) In PLCs, teachers will develop differentiated lessons to address the needs identified in the common assessment data. (Academic Standards Facilitator - person responsible)
5/2021	5/2021	(T,V) In PLCs, teachers will look at samples of student work and use a protocol to examine it. (Academic Standards Facilitator - responsible)
6/2021	6/2021	(T,V) The Academic Standards Facilitator (person responsible) will implement an end of year survey of the teachers on their satisfaction of

School-Selected Tenet Goal

		PLCs and the effectiveness of the format. Opportunity for feedback and suggestions for the next year will be allotted.
--	--	--

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
Meetings will change to virtual if COVID-19 prevents school from being in session.	The Academic Standards Facilitator (person responsible) will create a schedule and series of Google Meets for all content/grade level teams to meet virtually.	August
Exams will be moved to virtual if COVID-19 prevents school from being in session.	Teachers will use a technology platform (ex: Google Forms) to administer the common assessments. (Academic Standards Facilitator , responsible)	September

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)
Parents and Families	Question: Indicate if you agree, strongly agree, disagree, or strongly disagree to the following statement: "The school communicates effectively about my child's progress."	By June 2021, 70% of families will either agree or strongly agree that the school communicates effectively about their child's progress.	<p>On past surveys and direct feedback from students and parents have indicated that communication is not always consistent and received. This became even more prevalent and important during the pandemic.</p> <p>In the third TSI visit of 2020, the parent focus group indicated that communication wasn't strong enough.</p> <p>Survey conducted June 2020 was completed by 27% of our families.</p> <ul style="list-style-type: none"> ● 50% of the parents surveyed reported that the school regularly communicates with them about their child's progress. ● 37% of the families felt included in making important decisions about the school. ● 80% of the parents reported that they felt they knew what the school expects. ● 72% of the parents knew

Survey Goal

			<p>who to contact when they had questions.</p> <ul style="list-style-type: none"> ● 97% of the parents felt welcomed when they visited the school. ● 83% said they had at least some contact initiated by the school during Covid-19. ● 49% of the families agreed that the school administrators are supportive to them as a parent or guardian. ● 9% strongly agreed that the school administrators are supportive. ● 34% were neutral that administrators are supportive. ● 57% knew what school programs are available to support their child. ● 34% knew what programs were available to support the parents.
--	--	--	---

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the results identified above?</p>
<p>Communication about pertinent school information and events as well as about student progress has not been prominent and consistent. These are some of the reasons why the communication hasn't</p>

Survey Goal

happened consistently. We have not explored multiple methods of communication; we have relied on the school announcements and flyers hung around school.
Our school families have difficulty understanding the communications due to Language barriers
Many of our families have Technology barriers, they may not have devices or Wi-Fi nor the technology knowledge to maneuver the school website.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action: (T) = Traditional Setting; (V) = Virtual Setting
8/17/20	8/20/20	(T, V) The Administrative Team (Principal – person responsible) will create a survey that will be administered to families quarterly (frequency) to determine the effectiveness of the school communication with them about their child’s progress and school events.
8/24/20	9/4/20	(T, V) The Assistant Principal for Pupil Personnel (person responsible) will distribute the parent information Survey in multiple languages digitally. Emails that bounce back will have hardcopies mailed to their homes.
8/24/20	8/19/20	(T, V) The Principal (person responsible) will create a SVHS Remind account to be used to communicate regularly with staff, students and parents regarding school and district events as well as important information.
8/24/20	9/18/20	(T, V) The Principal (person responsible) will create weekly (frequency) robocalls to parents to sign up for the Remind APP to receive school communications.
9/8/20	10/8/20	(T, V) The Administrative Team (Principal – person responsible) will each provide the names of three parents (for each grade level) that will serve as school liaisons. They will take part in monthly (frequency) PTSA meetings.
9/8/2020	1/22/21	(T, V) Guidance clerical staff (Assistant Principal Guidance, person responsible) will update eSchool data with information from returned forms on a regular basis.
9/8/2020	10/8/20	(T, V) The Family Resource Coordinator (person responsible) will contact local community leaders to build relationships and set procedures for sharing school communication with families. (i.e.: NAACP, MLK Center, The Good News Assumption Church) to ensure that we can communicate/ touch with families that may not have access to technology or have linguistic challenges. Frequency: once in the fall
9/8/20	1/22/21	(T, V) On a quarterly basis, (frequency) The Administrative Team (persons responsible) will analyze the number of parents that have completed the Parent Information Form.
9/14/20	1/22/21	(T, V) On a quarterly basis, (frequency) the Administrative Team (Principal - person responsible) will analyze the number of parents that are signed up for the Remind APP. To identify what percentage of parents are not getting digital communication and strategize for ways to improve this.

Survey Goal

9/14/20	1/22/21	(T, V) On a quarterly basis, (frequency) The Administrative Team (Principal - person responsible) will analyze the number of parents that have completed the Parent Information Form. This will allow us to see who has not updated their contact information and reach out to the families who have not. This is important because currently, outreach is often difficult and not reciprocal due to incorrect home contact information.
9/17/20	5/27/21	(T, V) The School Webmaster (Principal - person responsible) will organize the website so information is clear and has visual cues for ease of use by parents.
9/17/20	5/27/21	(T) At monthly (frequency) PTSA meetings, the Computer Lab Aide (Assistant Principal, Organization - person responsible) will assist parents in joining the Remind APP and completing the updated Parent information form electronically.
9/23/20	6/03/21	(T) , For all night time events, i.e.: Back To School Night, ENL night, etc. The Computer Lab Aide (Assistant Principal, Organization - person responsible) will have tables set up at in-person meetings with Chromebook to assist parents with completing the parent information form and joining the Remind App.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Quarterly survey to parents	There will be a 15-25% increase in the number of families that are signed up for the Remind APP.
Quarterly data report	There will be a 15-20% increase in the number of families that have returned their Parent/Guardian Contact form (currently 37%).

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: (T) = Traditional Setting; (V) = Virtual Setting
1/2021	4/2021	(T, V) On a quarterly basis, (frequency) The Administrative Team (Principal - person responsible) will analyze the number of parents that have completed the Parent Information Form. This will allow us to see who has not updated their contact information and reach out to the families who have not. This is important because currently, outreach is often difficult and not reciprocal due to incorrect home contact information.
1/2021	6/2021	(T) At monthly (frequency) PTSA meetings, the Computer Lab Aide (Assistant Principal, Organization - person responsible) will assist parents

Survey Goal

		in joining the Remind APP and completing the updated Parent information form electronically.
1/2021	2/2021	(T, V) The Assistant Principal for Organization (person responsible) will distribute a mid-year survey to parents on their satisfaction of communication between them and the school.
5/2021	6/2021	(T, V) The Assistant Principal for Organization (person responsible) will distribute a survey at the end of the year to parents on their satisfaction of communication between them and the school.

Addressing COVID-19 Related Challenges

<p>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></p>		
Need	Strategy to Address	When
Students and families need electronic devices and Wi-Fi	(T, V) The administrative team will keep a database of names of students needing devices and Wi-Fi, continuously communicating with the District Team in charge of Chromebook.	July and August 2020
Virtual communication will be more necessary	(T, V) The Building Principal will record weekly messages that will be posted on the school website and sent via email BLAST.	Weekly
Paper bulletins or newsletter for families that do not have access to technology	(T, V) The Principal's secretary (person responsible) will create and type the bulletin. Copies will be made and parent liaison and/ Family Resource Coordinator will share with community organizations.	Biweekly or Monthly

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 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).