New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Salmon River CSD	Salmon River Middle School	Tammy Russell	6-8

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.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	1	2	1	n/a	2	3

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.

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

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Example: 3/6/20	*x*	*x*			
5/18/20	x				
5/21/20	x	x			
5/27/20		x	x	x	
5/27/20					X
6/2/20		x	x	x	
6/2/20		x	x	x	
6/10/20		x	x	x	
6/10/20		x	x	x	
6/17/20				X	X

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*									Signature
		5/18	5/21	5/27	5/27	6/2	6/2	6/10	6/10	6/17	
Tammy Russell	Middle School Principal	x	x	x	x	x	x	x	x	X	Tammy Russell
Mary Ann Post	Instructional Coach	x	x	x		x		x			Mary Ann Post
Michelle Oakes	Parent	x	x			x		x			Michelle Oakes
Melissa Childs	Special Education Teacher	x	x	x		x		x			Melissa Childs
Theresa Swamp	Classroom Teacher	x	x	x		x		x			Theresa Swamp
Natalie Gray	6th Grade Student		x		x		x		x		Natalie Gray
Brennan Oakes	7th Grade Student		x		x		x		x	X	Brennan Oakes
Aleska Mora	8th Grade Student		x		x		x		x	X	Aleska Mora
Shauna Lindley	Parent		x								Shauna Lindley
Nicole Conners	Classroom Teacher		x	x		x		x			N Bonaparte

Evidence-Based Intervention

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

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

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

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

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

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

☒ **State-Supported Evidence Based Strategy**

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

Strategy identified	**Instructional Coaching**
SCEP Goal(s) this strategy will support	ELA, Math, Science, SEL, and Survey 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		
☐	**What Works Clearinghouse**	
	☐	**Rating: Meets WWC Standards Without Reservations**
	☐	**Rating: Meets WWC Standards With Reservations**
☐	**Social Programs That Work**	
	☐	**Rating: Top Tier**
	☐	**Rating: Near Top Tier**
☐	**Blueprints for Healthy Youth Development**	
	☐	**Rating: Model Plus**
	☐	**Rating: Model**
	☐	**Rating: Promising**

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	

ELA Goal

Subgroup *(CSI schools use "All Students")*	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	In 2020-2021, our School-level ELA State Test Measure of Interim Progress (MIP) will increase to 77.3.	72.700000000000003

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
The district did not have a cohesive intervention program. The district researched intervention programs and is now going into the third year of implementation of I-Ready.. The first year teachers were trained in how to use the assessment component. The second year teachers were trained in how to use the instructional component to deliver their intervention to AIS students. In March, due to the COVID teachers did not use the program for end of the year assessment and small group instruction.	District Wide K- 10
The district did not have a writing program in place. This led to the district transitioning between the New York ELA Modules using the CCLS to a Writer's and Reader's Workshop model using the CCLS.	District Wide- K- 8

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
August	August	Principal will meet with the Instructional Support Team to develop a protocol for the ELA teachers to use the Learning Progression Chart Rubrics in Writing to inform instructional planning.
September	September	The instructional coach will push into each classroom to support the ELA teachers in utilizing the Readers & Writers workshop model for instruction. Each teacher will be asked to sign up for one support session with the Instructional coach during the month of October.
September	September	The Instructional Coach will train the ELA and Special Education teachers on the Learning Progression rubrics.
September	October	Instructional Coach will lead conversations that assist ELA and Special Education teachers in analyzing data using the Writers Learning Progression Chart rubrics and applying the analysis of the data to strengthen their instruction.
September	January	The Instructional Coach will attend training through TCRWP to build on the Reader's and Writer's Workshop curriculum.

ELA Goal

October	October	Each ELA teacher will meet with the instructional coach for a support session on using the Readers & Writers workshop model.
October	December	The Instructional Coach will work with the ELA and Special Education teachers in grades 6-8 with teacher walkthroughs in the model classroom during the first Unit of Study in Writing focusing on peer to peer conferencing and teacher conferencing.
October	January	The Principal will work with the Instructional Coach and teachers to monitor data.
August	August	IST will meet with the IReady support specialist to review reports and to demonstrate next steps with IReady.
August	August	The principal will meet with the Instructional Coach to develop a protocol for ELA teachers to use i-Ready data to inform instructional planning and interventions.
September	September	ELA and Special Education teachers will be trained on the protocol for using i-Ready data to inform instructional planning and interventions.
September	October	The Instructional coach will push into each grade level to support the ELA teachers in utilizing the district protocol for using i-Ready data to inform instructional planning and interventions. Each teacher will be asked to sign up for one support session with the instructional coach during the month of October.
October	October	Each ELA teacher will meet with the instructional coach for a support session on implementing the data protocol to inform reading instruction.
October	October	Students will complete an I-Ready Data Chat using their student-level data after their first diagnostic assessment. They will complete a data reflection worksheet to track their progress after the first diagnostic test. This will include three parts: Observing and Reflecting, Setting Goals, and Taking Action. For Observing and Reflecting, the students will identify their score, strengths, and areas of improvement. They will then set goals for increasing their pass percentage lessons on I-Ready this year. They will then develop steps to achieve those goals and identify how they will track their progress.
November	November	The Instructional coach will push into each grade level to support the ELA teachers in utilizing the district protocol for using i-Ready data to inform instructional planning and interventions. Each teacher will be asked to sign up for one support session with the instructional coach during the month of October.
November	November	Each ELA teacher will meet with a district coach for a support session on implementing the data protocol to inform reading instruction.

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
Mid year end of Unit writing Assessment	Narrative Post-Assessment 1- 12% 1.5- 19% 2- 16% 2.5- 21% 3- 17% 3.5- 8% 4- 7%	55% of students will score 2.5 or higher on their post- Narrative On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts.
January 2021 i-Ready assessment	MS Reading Tier 1- 29% Tier 2- 21% Tier 3- 50%	MS Reading Tier 1- 40% Tier 2- 22% Tier 3- 38%

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
January	June	All ELA teachers will be administering the Units of Study On-Demand Writing Prompts to all students for the Argument and Research Units at the beginning of each unit as a baseline to student writing.
January	June	The Instructional Coach will support teachers in Reader's and Writer's workshop by providing feedback, or co-teaching.
January	June	Instructional Coach will lead conversations that assist teachers in analyzing data using the Learning Progression Chart rubrics and applying the analysis of the data to inform instructional planning.
January	June	The Instructional Coach will attend training through TCRWP to build on the Reader's and Writer's Workshop curriculum.
January	June	The Principal will work with the Instructional Coach and teachers to monitor data.
February	May	The Instructional Coach will work with the ELA and Special Education teachers in grade 7 with teacher walkthroughs in the model classroom during the last two Units of Study in Writing focusing on peer to peer conferencing and teacher conferencing.

May	**June**	End of year review of On-Demand Writing prompts to look for growth. Students will analyze their own writing.
January	**January**	Teachers will assess every student using the i-Ready mid-winter diagnostic assessment. Teachers will analyze Mid-Year Benchmark results and document the performance on the lowest standards and develop a plan of reteaching or adjusting teaching instructional strategies for the second half of the school year.
January	**May**	Monthly i-Ready growth celebrations will be put into place with students at each grade level to raise the lesson percentage pass rates. IST will create a bulletin board for students and staff to review for results. PTO will support the winners with a reward.
February	**February**	ELA teachers will create a plan to support students in February and March based on the January i-Ready benchmark assessment data.
February	**February**	Students will complete an i-Ready Data Chat using their student-level data after Mid-Winter diagnostic assessment. They will complete a data reflection worksheet to continue to track their progress after their Mid-Winter diagnostic test. This will include three parts: Observing and Reflecting, Setting Goals, and Taking Action. For Observing and Reflecting, the students will identify their current score, strengths, and areas of improvement. They will then set goals for increasing their pass percentage lessons on i-Ready for the rest of the school year. They will then develop steps to achieve those goals and identify how they will track their progress.
February	**March**	Each ELA teacher will share their plan with the Instructional Coach and sign up for the coach to visit their classroom to offer feedback on the implementation of their plan. After each visit the coach will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is a need for additional support.
May	**May**	The instructional coach will visit with each ELA teacher during department meetings to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
May	**June**	Teachers will assess every student using i-Ready end-of-year diagnostic assessment. Teachers will analyze end-of-year Benchmark results and document the performance on the lowest standards and develop a plan for reteaching or adjusting teaching instructional strategies.
February	**May**	The principal will review and analyze i-Ready Reports of lesson completion and student percentage pass rate for lessons to monitor progress.

Addressing COVID-19 Related Challenges – ELA Goal

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**

ELA Goal

Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in the Fall.	August
Writing Units planned to work around COVID Challenges-⅗ Writing units were able to be completed due to COVID-19	The Instructional Coach will work with the ELA and Special Education teachers to create a plan to work around any COVID related challenges in completing the writing units.	September
Partner work and group work challenges with distance learning	The Instructional Coach will work with the ELA teachers to create a plan to work around any COVID related challenges to complete the writing units.-Incorporate technology options into lessons.	August and repeated before each following unit.
Online instruction using video platforms and Google Suite.	Provide teachers with the professional development that they need using Zoom and Google Suites.	July- September
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

Math Goal

Subgroup *(CSI schools use "All Students")*	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	In 2020-2021, our School-level MATH State Test Measure of Interim Progress (MIP) will increase to 70.	67.1

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Not enough AIS Math classes for students, causing lack of small group AIS instruction.	Grade 7 & 8
Blended grade levels due to scheduling within AIS classes.	Grade 7 & 8
The district did not have a cohesive intervention program. The district researched intervention programs and is now going into the third year of implementation of i-Ready.. The first year teachers were trained in how to use the assessment component. The second year teachers were trained in how to use the instructional component to deliver their intervention to AIS students. In March, due to the COVID teachers did not use the program for end of the year assessment and small group instruction.	Grade 6-8

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**
August	**August**	The Principal and the Instructional Coach will meet the i-Ready support specialist to review reports and to demonstrate next steps with i-Ready.
August	**August**	The principal will meet with the Instructional Coach to develop a protocol for Math, Special Education, and AIS teachers to use i-Ready data to inform instructional planning and interventions.
September	**September**	Teachers will assess every student using the i-Ready fall diagnostic assessment.
September	**September**	Math Teachers, AIS Teachers, and Special Education teachers will be trained on the protocol for using i-Ready data to inform instructional planning and interventions.
September	**September**	Math Teachers, AIS Teachers, and Special Education teachers will review i-Ready diagnostics to create skill groups with students. The teachers will create entrance letters for parents for AIS services.
September	**September**	AIS teachers will start to meet with their skill groups.
September	**September**	The Instructional coach will push into each grade level to support the Math and AIS teachers in utilizing the district protocol for using i-Ready data to

		inform instructional planning and interventions. Each teacher will be asked to sign up for one support session with the Instructional coach during the month of October.
October	**October**	Each Math, Special Education, and AIS teacher will meet with the instructional coach for a support session on implementing the data protocol to inform math intervention.
October	**December**	Math Teachers, AIS Teachers, and Special Education teachers will monitor student progress every 5 weeks, turning in progress reports and mailing these reports to parents. Groups may change every 5 weeks, depending on student skill needs.
October	**October**	IST will provide training to Math, Special Education, and AIS Teachers using the i-Ready Student Data Chat progress monitoring and reports.
October	**October**	Math Teachers, AIS Teachers, and Special Education teachers will review Data Chats with students. Students will complete a data reflection worksheet to track their progress after the first diagnostic test. This will include their score, strengths, and areas of improvement. They will then set goals for increasing their pass percentage lessons on i-Ready.. They will then develop steps to achieve those goals and identify how they will track their progress.
October	**December**	Principal will conduct regular walkthroughs to document structure in AIS programs and offer immediate feedback to the AIS teachers.
October	**December**	The Principal will review and analyze i-Ready Reports of lesson completion and student pass rate to monitor progress. The data will be shared with all staff monthly.

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
January 2021 i-Ready Assessment	Math Tier 1 36% Tier 2 34% Tier 3 30%	Math Tier 1 45% Tier 2 30% Tier 3 25%

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

Math Goal

January	**February**	AIS teachers will analyze student second diagnostic results in i-Ready to regroup students and send home progress reports to parents. AIS teachers will review Data Chats with their students every 5 weeks.
May	**June**	AIS teachers will analyze student third diagnostic results in i-Ready to inform parents of student growth and areas to improve during the summer months.
February	**May**	Principal will review AIS groups every five weeks to make sure groups are matching the skill needs of the students.
January	**January**	Teachers will assess every student using the i-Ready mid-winter diagnostic assessment. Teachers will analyze Mid-Year Benchmark results and document the performance on the lowest standards and develop a plan of reteaching or adjusting teaching instructional strategies for the second half of the school year.
January	**February**	Students will complete an i-Ready Data Chat using their student-level data after Mid-Winter diagnostic assessment. They will complete a data reflection worksheet to continue to track their progress after their Mid-Winter diagnostic test. This will include three parts: Observing and Reflecting, Setting Goals, and Taking Action. For Observing and Reflecting, the students will identify their current score, strengths, and areas of improvement. They will then set goals for increasing their pass percentage lessons on i-Ready for the rest of the school year. They will then develop steps to achieve those goals and identify how they will track their progress.
May	**June**	Teachers will assess every student using i-Ready end-of-year diagnostic assessment. Teachers will analyze end-of-year Benchmark results and document the performance on the lowest standards and develop a plan for reteaching or adjusting teaching instructional strategies.
February	**May**	The principal will review and analyze i-Ready Reports of lesson completion and student percentage pass rate for lessons to monitor progress. The data will be shared with all staff monthly.
February	**May**	Monthly i-Ready growth celebrations will be put into place with students at each grade level to raise the lesson percentage pass rates. IST will create a bulletin board for students and staff to review for results. PTO will support the winners with a reward.

Addressing COVID-19 Related Challenges – Math Goal

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
Math Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August-September
Specific Math content and skills were unable to be	Math and support staff team will create a plan to work around any COVID related	August-September

adequately taught due to COVID-19 school closures.	challenges to teach missing content and skills.	
Partner work and group work challenges	Math and support staff team to create a plan to work around any COVID related challenges to complete group work.	August-October
Online instruction using video platforms and Google Suite.	Provide teachers with the professional development that they need using Zoom and Google Suites.	July- September
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
In 2020-2021, the state Science test results will increase to 50% of students tested to be proficient.	School Selected Baseline Data- The results of the State Science test. Grade 8 2018-2019 proficient levels 3 and 4- 31% (All Subgroup)

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?)
Not enough time for the 8th grade teacher to teach the 8th grade content, as well as review 6th and 7th grade content before the state test.	6th - 8th grade
The continued need to analyze the Science 8 State Test to identify gaps in 6-8 standards and to make changes in instructional practices based on those identified gaps.	6th - 8th 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**
August	**September**	The 7th and 8th grade Science teachers will turn in a curriculum calendar to review previous years' content monthly to the Principal.
September	**September**	All Science teachers will administer a baseline previous State test within the first week of school to gauge student mastery of important skills and concepts originally covered the previous year.
September	**September**	Grade 6-8 Science teachers will analyze student data on a baseline test during a vertical meeting. The science and special education teachers will create an Action Plan at each grade level to identify strengths and areas of improvement. These Action Plans will include goals, timelines, instructional strategies, differentiation techniques, and how progress will be monitored.
September	**September**	The principal will review the Actions Plans created by grade 6-8 Science teachers and offer any feedback.
November	**November**	All Science teachers will administer their first interim assessment in November based on old state test questions.
November	**November**	Science teachers will analyze the student data during vertical meetings to determine what material needs reteaching. Teachers will revisit their Action Plan to document their progress toward their goals.

November	**November**	The principal will review interim assessment analysis and provide feedback for teachers to review Action Plans to monitor progress toward their goals.

Mid-Year Benchmark

Identify the specific assessment or data source that 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. This should represent an improvement from the same data from January 2020.

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 Results	January 2021 Target
Mid-year Science Test	On the January 2020 mid-year Science test, 69% of students passed a teacher-created exam, which included standards taught during the first semester and the scaffolded review of 6th and 7th grade content.	By January 30, 2021, 40% of students will be proficient on a State Science test, which will include the standards taught during the first semester and the scaffolded review of 6th and 7th grade content.

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
January	**January**	All Science teachers will administer their second interim assessment the last week in January based on old state test questions.
January	**February**	Science teachers will analyze the student data during vertical meetings to determine what material needs reteaching. Teachers will revisit their Action Plan to document their progress toward their goals.
February	**February**	The principal will meet with the Science teachers' to review their progress toward meeting their goals in their action plans.
April	**April**	All Science teachers will administer their third interim assessment in April based on old state test questions.
April	**May**	Science teachers will analyze the student data during vertical meetings to determine what material needs reteaching. Teachers will revisit their Action Plan to document their progress toward their goals.
May	**May**	The principal will meet with the Science teachers' to review their progress toward meeting their goals in their action plans.

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**
Science Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August-September
Specific Science content and skills were unable to be adequately taught due to COVID-19 school closures.	Science and support staff team will create a plan to work around any COVID related challenges to teach missing content and skills..	August-October
Lack of student practice with hands-on Science skills.	Science and support staff team will create a plan to provide students additional practice with hands-on skills needed for performance-based activities.	August and repeated before each following unit.
Online instruction using video platforms and Google Suite.	Provide teachers with the professional development that they need using Zoom and Google Suites.	July- September
Partner work and group work challenges with distance learning	The Instructional Coach will work with the ELA teachers to create a plan to work around any COVID related challenges to complete the writing units.-Incorporate technology options into lessons.	August and repeated before each following unit
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

~~Absenteeism or~~ School-Selected Goal: Social and Emotional Health

Subgroup *(CSI schools use "All Students")*	June 2021 Goal	2019-20 School Selected Baseline data: provide the most recent End-of-Year Data for the same measure as the goal
All Students	By June 2021, 20% of students are at a level of concern using the school selected baseline data for BIMAS under the Social Scale.	School Selected Baseline Data for BIMAS: Under the Social Scale, 24% are at a level of concern.

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?)
Students serving on the SCEP Planning Committee indicated that there is a lack of connection with some teachers.	Grades 6-8
Lack of a re-entry process for students who are removed from a classroom for disciplinary reasons.	Grades 6-8
Lack of consistent follow through of SEL meeting times and procedures.	Grades 6-8

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**
September	September	Professional Development for staff centered around a check-in system for building teacher-student relationships.
September	September	All teachers will create some type of check-in system with students centered around their emotional state. The Principal will review the check-in systems of each teacher.
September	December	Teachers will implement the check-in systems with the students. The Principal will monitor this through walkthroughs.
September	December	Students need to complete a self-reflection on the behavior that caused them to be in ISS or OSS.
September	December	For each infraction, a plan will be developed to enable the student to successfully return to the classroom.
August	August	An SEL Leadership Team will develop a consistent schedule for meeting throughout the school year.
September	December	The SEL Leadership Team will implement a plan for continuously Progress Monitoring students who are at risk using BIMAS.

August	**September**	The SEL Leadership Team will develop a Crisis Response Plan, so that students in crisis during the school day have a staff member to assist with de-escalation of the situation.
September	**September**	The staff will complete a BIMAS assessment on their assigned students, which will provide the SEL Leadership Team with data on which students need additional SEL support.
October	**December**	The SEL Leadership Team will continuously Progress Monitor students identified as At Risk using BIMAS program using a tiered model. Tier 1: All students will receive universal support, such as Second Step. Tier 2: Some students will receive targeted support, such as meeting in small groups or one on one with a member of the SEL Leadership Team bi-weekly. Tier 3: Few students will receive intensive support, such as mental health counseling.
December	**December**	The SEL Leadership Team will conduct an analysis of the Progress Monitoring Plan to determine if any changes need to be made for the second half of the year. An analysis of all students referred will be completed, along with a review of all students in Tier 2 and Tier 3, to determine if they are getting the adequate support that they need.

Mid-Year Benchmark

Identify the specific assessment or data source that 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. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
-Staff Survey: By January 30, 2020, 58% of staff strongly agreed or agreed that we have an effective system for developing and building student social-emotional health.	All students	-By January 30, 2020, 78.8% of staff strongly agreed or agreed that we have an effective system for developing and building student social-emotional health.	-By January 30, 2021, 80% of staff will strongly agree or agree that we have an effective system for developing and building student social-emotional health.

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

January	June	Professional Development refresher for staff on building teacher-student relationships, including a check-in system for student emotional health.
January	June	Students will complete a self-reflection on the behavior that caused them to be in ISS or OSS.
January January	June June	For each infraction, a plan will be developed to enable the student to successfully return to the classroom. The SEL Leadership Team will meet monthly to review the data for the behavioral referrals to see if the support put in place is making a difference.
January	June	The SEL Leadership Team will continue to Progress Monitor students identified as At Risk using the BIMAS program using a tiered model. Tier 1: All students will receive universal support, such as Second Step. Tier 2: Some students will receive targeted support, such as meeting in small groups or one on one with a member of the SEL Leadership Team bi-weekly. Tier 3: Few students will receive intensive support, such as mental health counseling.
January 2021	June 2021	The SEL Leadership Team will meet monthly to review the data for the students in each tier to see if the tiered intervention support is making a difference.
March 2021	March 2021	PLC Data Triangle Survey will be administered to identify student, teacher, and parent viewpoints of systems for developing and building student social-emotional health.
May 2021	June 2021	The staff will complete their end-of-year BIMAS assessment for assigned students to identify students who are At Risk.
June 2021	June 2021	The SEL Leadership Team will analyze the end-of-year BIMAS data and review the list of students At Risk to see if growth has been made. If not, we will review summer school lists to see if any students are attending. We will provide services during the summer if any student is attending.
June 2021	June 2021	An analysis of all students referred throughout the year will be completed, along with a review of all students in Tier 2 and Tier 3. A plan for next school year will be developed.

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
Address student social-emotional needs due to disconnect from school. (Spring 2020)	Create a talking circle for all students to participate once in a 6-day cycle.	September 2020- June 2021

ELP or School-Selected Goal

Supporting at-risk students in building their social-emotional skills.	Small group lunches by grade level once a week. Topics and activities determined by student interest and need.	September 2020- June 2021

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)*
All Students	"Classes are interesting and keep my attention."	By June 2021, "Strongly Agree/Agree" will improve by 20%.	Student survey - 35.1% Strongly Agree/Agree.

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Walk-through Data showed a need for teachers to vary their use of strategies to increase student engagement in instruction to improve academic achievement.
Data Triangle Survey Results: Students shared that instruction is too lecture based. Students feel that more group work and hands on activity is needed.
PD Practices Self-Assessment: There was a need for time to be designated for teachers to reflect on their instructional practices.

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**
August	August	All new teachers will be required to attend a New Teacher Orientation, which will include professional development using best practices in the classrooms.
August	September	The IST Team will present a workshop on strategies to engage students lessons/activities to keep them engaged. Strategies include: questioning, higher-level thinking, student discussion, and individualization.
September	September	The principal will develop a walkthrough tool to measure teacher use of student engagement instructional strategies.
September	September	Students will complete an anonymous survey about their overall school experiences in the past and activities/techniques past teachers may have done in lessons that students found most or least helpful.
September	September	The principal will communicate instructional expectations and share the walkthrough tool with staff.
October	December	The principal will conduct walkthroughs of all teachers. When possible, the principal will send a short note with feedback to the teachers visited.
November	November	The instructional coach will schedule sessions with teachers to help them include engagement strategies in their lessons.
September	December	The Principal's weekly email to staff will include a "curriculum corner"

		section that highlights one engagement strategy and features a teacher explaining a favorite way to engage students. Walkthrough data will be shared in the weekly emails.
December	December	All new teachers will attend a two-day training of APL Effective Teaching practices with David Perry through the CVES BOCES.
December	December	Students will be surveyed regarding "Classes are interesting, and keep my attention."
December	December	The principal and the Instructional Support Team will analyze the results of the student survey to determine areas that could be improved. Adjustments to the walkthrough tool will be made to address any needs that are identified.
September	December	The IST will develop a list of websites with articles about and examples of engagement strategies. The list will be sent to the staff and updated monthly.
September	December	All teachers are expected to provide students with time to set goals and monitor progress toward those goals in each of their classrooms, leading to increased student engagement and academic achievement.
October	December	The principal and IST will determine ways to support teachers who are not adopting engagement strategies.
October	December	The principal will monitor student engagement instructional practices through "week-at-a-glance" documents that teachers turn in weekly.
October	December	Each grade level will complete one student chosen activity. Some examples:: PBL project, Spelling B, or a Jeopardy Competition.
October	December	Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies, and to document areas of improvement, goals, and plans for reaching those goals. Dates and meeting minutes will be shared with the principal.
September	December	Principal will monitor by reviewing meeting minutes of PLCs and common planning time meetings.

Survey Goal

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**
Student Survey	By January 30, 2021, at least 45% of students will select "Strongly Agree" or "Agree" on the question, "Classes are interesting and keep my attention," on a mid-year survey.

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**
January	January	John Antonetti Professional Development: will provide teacher mentoring of how to transform learning activities into engaging opportunities of thinking and reasoning. John will observe teachers using instructional techniques that deepen student engagement: Questioning, Higher-level Thinking, Student Discussion, and Individualization and provide each teacher with immediate feedback of the strengths and one takeaway to increase these techniques.
January	January	The principal will identify teachers who have mastered several engagement strategies and ask them if they are willing to serve as models for their peers. If so, the instructional coach will organize an opportunity for teachers to observe at least one lesson in a peer classroom.
January	June	The principal will continue to conduct walkthroughs and noting use of engagement strategies via a walkthrough tool. Walkthroughs will be more focused on teachers who had previous difficulty applying strategies. When possible, the principal will send a short note with feedback to the teachers visited. The principal will review the data and identify any areas that could be improved.
March	March	Students will be surveyed regarding "Classes are interesting, and keep my attention."
April	April	The principal and the Instructional Support Team will analyze the results of the student survey to determine areas that could be improved. Adjustments to the walkthrough tool will be made to address any needs that are identified.
January	June	The principal will monitor student engagement instructional practices through "week-at-a-glance" documents that teachers turn in weekly.
May	June	Each grade level will complete one student chosen activity. Some

		examples: PBL project, Spelling B, or a Jeopardy Competition.
January	June	Teachers will meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies, and to document areas of improvement, goals, and plans for reaching those goals. Dates and meeting minutes will be shared with the principal.
January	June	The principal will monitor by reviewing meeting minutes of PLCs and common planning time.

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
Online instruction using one platform so students do not have to learn more than one.	Provide teachers with the professional development that they need using Google Suites.	July- September
Partner work and group work challenges with distance learning	Provide teachers with professional development that they need to deliver online instruction that allows them to integrate partner/group work. Teachers will be trained how to use Zoom with the break out rooms.	August and repeated before each following unit
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

Submission Assurances

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

1. ☐ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

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

5. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
   - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
   - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).