



2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
East Ramapo	Ramapo High School	M. Phillips	9-12

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 Students	1	5	1		3	5	4
Students with IEPs	1			1	“	“	“

Stakeholder Participation

Background

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

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

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
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
May 27, 2020	X	X			
June 4, 2020	X	X			
June 5, 2020	X	X	X		
June 10, 2020		X	X	X	
June 11, 2020			X	X	

Stakeholder Participation

June 17, 2020		X	X	X	X
June 18, 2020				X	
June 25, 2020					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	The perspectives of teachers responsible for our Students with IEP's and for Students for whom English is a New Language were incorporated by having 4 teachers provide their feedback within the meetings. Separately, teachers used PLC time the week prior to reflect and hear perspectives of colleagues from their departments to enhance the feedback they were able to provide.
Parents with children from each identified subgroup	We had a parent active in our RHS community participate in the meetings and provided space in the discussions for her to share her experiences. Before solidifying our choices of goals, we asked our parents and those discussing were most important to her to be able to provide the focus and response to parental feedback in real time. We also conducted a parent satisfaction survey on which parents were able to voice their concerns in a way that was measurable and allowed us to see specific needs for different parent groups.
Secondary Schools: Students from each identified subgroup	We had three students join the meetings and built in talk time for them, both as a representative member for students in breakout sessions and as a collective in the larger sessions. The students quickly became comfortable to identify their own experiences as an English Language Learner that could inform improvement in our systems.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature (Initials denote electronic signature)	
		5/27	6/4	6/5	6/10	6/11	6/17	6/18	6/25				
Mr. Michael Phillips	Principal	X	X	X	X	X	X	X	X	X			MP
Mr. Steve Forman	Asst. Principal	X	X	X	X	X	X	X	X	X			SF
Ms. Altagracia Dominguez	Asst. Principal	X	X	X	X	X	X	X	X	X			AD
Ms. Annie Bino	Asst. Principal	X	X	X	X	X	X	X	X	X			AB
Ms. Jennifer Martin	Academic Standards Facilitator	X	X	X	X	X	X	X	X	X			JM
Ms. Patricia Manfredi	ENL Teacher				X	X			X				PM
Mr. Steven Branford	ENL Teacher				X	X			X				SB
Mr. Jeffrey Melo	Bilingual SS Teacher				X	X			X				JM
Mr. Kyle Fackrell	Music Teacher				X	X			X				KF
Ms. Lyndsay Falco	Health Teacher				X	X	X	X	X				LF
Mrs. Chavez	Parent				X	X			X				RL
Alondra Garcia-Medina	student				X	X			X				AM
Ariana Medina	student				X				X				AM
Bianca Toussaint	student				X	X			X				BT

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 2

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?)
Assumptions are made by administration and staff alike that students know where to access the social-emotional resources they need within the school building	No
COVID-19 has brought to light the fact that the proper scaffolds are not in place for social emotional supports within our school building	No
As indicated in the graduation data too many students are separating from school and not receiving a diploma thus hinder future opportunities	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? (add additional rows as needed)		
Start	End	Action
8/31/20	9/4/20	The Assistant Principal will rework the school culture survey from the 2019-2020 school year 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." Person Responsible: Assistant Principal Participants: Leadership team Frequency: Once Intended impact: Data gathered will be used to more deeply understand the SEH issues in the building. Use of data to plan.

Tenet 1 or Tenet 2 Goal

8/31/20	9/11/20	<p>The Principal will work with the NICE staff on the development of embedded classroom activities to connect SEL/empathy to curriculum topics that would work within Google Classroom and the actual classroom. Data will be collected through student and teacher exit tickets to determine effectiveness.</p> <p>Person Responsible: Principal Frequency: Quarterly Intended impact: Provide opportunities for student voices to be heard concerning real-time issues.</p>
8/31/20	9/11/20	<p>The Principal 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 lessons similar to I-Time.</p> <p>Person Responsible: Principal Frequency: Quarterly Intended impact: Create awareness of how others handle SEH issues to offer guidance to students.</p>
8/31/20	9/11/20	<p>The Assistant Principal 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.</p> <p>Person Responsible: Assistant Principal Frequency: Quarterly Intended Impact: Allows building to allocate resources to address identified needs.</p>
8/31/2020	9/14/2020	<p>The Webmaster will create a repository website of social-emotional resources within our school building, but also within the community, to be shared at the first faculty meeting, that can be valuable and accessible to all stakeholders and used to provide a range of options for support when working with identified students. Webmaster will provide data on responses.</p> <p>It will also be linked on www.ercsd.org/ramapo. See example HERE</p> <p>Person Responsible: Webmaster Participants: All staff, parents Frequency: Monthly updates at faculty meetings Intended impact: All stakeholders will receive the support they need.</p>
9/7/20	9/14/20	<p>The NICE Coordinator 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. NICE team will gather data on requests for services</p> <p>Person Responsible: NICE Coordinator Participants: All stakeholders Intended impact: Provide services that address the range of needs in the building.</p>
9/8/2020	9/11/2020	<p>Faculty and staff will be assigned students that they will check in with on a weekly basis, verbally or online. The students will be first selected by special education</p>

Melissa Barrow 7/11/20 1:07 AM
Comment [1]: Is the NICE Coordinator a member of the Building Admin Team who is responsible for organizing how NICE will support students and staff? or is the NICE Coordinator not a district employee and someone from an outside organization?

Tenet 1 or Tenet 2 Goal

		<p>teachers, who have a list of students and then ENL teachers. The remaining number of students will be divided equally and staff will be assigned by the Assistant Principal of Guidance. Students will be assigned to teachers based upon home language when appropriate. Teachers will be assigned anywhere from 10-15 students each. They will serve as that groups 'FHL case teacher.'</p> <p>Person Responsible: Assistant Principal of Guidance Participants: All Spring Valley staff, including secretaries, aides Frequency: Weekly Intended impact: All students will feel supported by the building and assistance can be provided to support student needs.</p>
9/8/2020	9/11/2020	<p>The School Leadership will develop and share the expectations for FHL case teachers. These expectations for online or in person support will be monitored by each department assistant principal in a review of the google docs database.</p> <p>Person Responsible: Principal Participants: All Spring Valley staff Frequency: Weekly Intended impact: Shared expectations for consistency in support for students; students feel a sense of belongingness and connection to the school.</p>
9/14/20	1/22/21	<p>On a quarterly basis, the School Leadership Team will analyze the survey data provided by the Academic Standards Facilitator to monitor progress and determine next steps. This information will be shared with staff during faculty meetings on a quarterly basis.</p> <p>Person Responsible: Principal Frequency: Quarterly Participants: All staff and faculty Intended impact: Inform decision-making so that all students are supported.</p>
9/14/2020	1/22/21	<p>Faculty and staff will update the contact database on a weekly basis as part of the 20 contractual additional teacher hours. The support administrator for each department will monitor communication with a random sampling of staff each week and provide necessary support.</p> <p>Person Responsible: Support Administrator Frequency: Weekly Participants: All teachers and staff Intended impact: All students are receiving the support they need to be successful.</p>
1/2021	1/2021	<p>The Academic Standards Facilitator will conduct a student forum with a representative group of students to gather information about the effectiveness of actions taken to support the SEH of students and gather feedback about next steps. Exit tickets will be used to share reflections and candidly provide additional insights into issues concerning students.</p> <p>Person Responsible: Academic Standards Facilitator Frequency: Bi-annually Intended impact: Student voices are heard and data gathered to inform next steps.</p>
1/2021	1/2021	<p>The School Leadership Team will survey students to determine the progress made</p>

Tenet 1 or Tenet 2 Goal

	<p>toward achieving an 85% response to the question identified in the goal: "I receive help when I turn to someone in school for support." Person Responsible: Academic Standards Facilitator Frequency: Bi-annually Intended impact: Show progress toward achieving the identify goal and determine next steps.</p>
--	--

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 School Culture 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."
Increase attendance rate	There will be a 3% increase in the student attendance rate from 85% - 88% as indicated in the first semester (9/5/19-1/20/20).

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 on percent of students passing classes.	45% of students overall failed 1+ classes	10% improvement in percentage of students failing 1+ classes

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/25/2021	6/15/2021	<p>Faculty and staff will continue to update the contact database on a weekly basis as part of the 20 contractual additional teacher hours. The support administrator) for each department will monitor communication with a random sampling of staff each week and provide necessary support. Person Responsible: Support Administrator Frequency: Weekly</p>

Tenet 1 or Tenet 2 Goal

		Intended impact: Identify if support is occurring and having an impact.
1/25/2021	6/15/2021	<p>Assistant principal along with the NICE Staff will continue to meet with the student focus group that will give feedback on the implementation and success of the SEL curriculum in the classroom. They will meet quarterly to discuss the findings from the surveys as well as any new ideas or concerns.</p> <p>Person Responsible: Assistant Principal Frequency: Quarterly Intended impact: Make changes and create more effective responses to support students.</p>
1/25/2021	6/15/2021	<p>The Assistant Principal will continue to 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. including the goal question: "I receive help when I turn to someone in the school for support."</p> <p>Person Responsible: Assistant Principal Frequency: Quarterly Intended impact: Determine effectiveness of interventions and gather data to plan next steps.</p>
1/25/2021	6/15/2021	<p>On a quarterly basis, the School Leadership Team will continue to analyze the survey data provided by the Academic Standards Facilitator to monitor progress and determine next steps. This information will be shared with staff during faculty meetings on a quarterly basis.</p> <p>Person Responsible: School Leadership Team (Principal) Frequency: Quarterly Intended impact: Determine effectiveness and gather data to plan next steps.</p>
1/25/2021	6/15/2021	<p>The Webmaster will continue to update the repository website of social emotional resources within our school building but also within the community that can be valuable and accessible to all stakeholders.</p> <p>It will also be linked on www.ercsd.org/ramapo. See example HERE Data used from responses to website will be used to further promote resources that are working.</p> <p>Person responsible: Principal Intended impact: Promote resource that are effective</p>
6/1/2021	6/2021	<p>The Academic Standards Facilitator will conduct a student forum with a representative group of students to gather information about the effectiveness of actions taken to support the SEH of students and gather feedback about next steps. Exit tickets will be used to share reflections and candidly provide additional insights into issues concerning students.</p> <p>Person Responsible: Academic Standards Facilitator Frequency: Bi-annually Intended impact: Student voices are heard and data gathered to inform next steps.</p>

Tenet 1 or Tenet 2 Goal

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Teachers Center as a Resource	CTLE credit availability for Professional Development on SEL	Continually
Google Classrooms for FHL Case Students- 1 per teacher	Google Classroom: this will streamline the push out of information to students. It allows for students to have more personalized interactions with that one teacher who is invested in their overall success not just in one subject area.	Created during the first day of professional development

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		By June 2021, evidence of student ownership of learning, in virtual, hybrid and traditional settings, as defined by the learning walk tool will increase so that 85% of teachers score highly- effective as evidenced during classroom learning walks.	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 Sped. students regarding communication and support in using online tools.

Tenet 3 or Tenet 4 Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action:
8/2020	9/4/2020	The Administrative team will be provided with PD on recalibration and providing actionable feedback to teachers. Responsible: Principal Participants: Administrative Team Frequency: Once Intended Impact: To align the language internet and understanding of the purpose of a walk-through as well as how to use the feedback as a lever for changing teaching practice.
8/2020	9/4/2020	An outside consultant group and ASF will collaborate to provide a Data Analysis/Data Discussions PD for the leadership team to drive the analytical lens that will be used this year. Responsible: Academic Standards facilitator Participants: Administrative Team Frequency: Quarterly Intended Impact: 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.
8/2020	9/4/2020	Review of the current walk-through tool to model actionable feedback and run two simulations (taped lesson Screencastify) to increase fluency in use of the tool. Responsible: Principal Participants: Administrative Team Frequency: Once quarterly with Intended Impact: School leaders will review current walkthrough tool for content and process to ensure recursive and consistent use during a recalibration learning walk.
8/2020	9/4/2020	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>) Responsible: Principal/Assistant Principal for Scheduling Participants: teachers Frequency: once Intended Impact: 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	Create a schedule for teachers to be provided with professional development on creating checks for understanding. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: quarterly Intended Impact: Scaffold PD modules and integrate resources distributed in ASF's weekly feedback to staff to reinforce themes from PD Sessions as well as

Melissa Barrow 7/11/20 1:22 AM

Comment [2]: Suggestion: The sentence as written, seems to put ownership and responsibility on the outside consultant group. Perhaps change the sentence to reflect the Building Admin ownership, specifically the ASF. For example: "The ASF will use the learning walk data to provide a Data Analysis/Data Discussion PD for the leadership team to drive the analytical lens that will be used this year."

Tenet 3 or Tenet 4 Goal

		extensions for self-directed PD opportunities recommended.
8/2020	9/2020	<p>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.</p> <p>Responsible: Assistant Principals for Guidance and AP/BARR Director Participants: stakeholders Frequency: a series of 2-3 Intended Impact: 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.</p>
8/2020	12/2020	<p>Principal will present the "State of the SCEP" in a faculty meeting and elicit feedback via a Google forms survey.</p> <p>Responsible: Principal Participants: Teachers, Guidance Counselors, staff Frequency: Quarterly Intended Impact: 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.</p>
8/2020	12/2020	<p>Provide weekly recommended professional learning opportunities and pedagogical enrichment content to staff and faculty.</p> <p>Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Quarterly Intended Impact: To model that we are a learning organization and increase the revision of materials for those that may be outdated or inapplicable to a varied learning environment (remote/hybrid/traditional).</p>
9/8/2020	9/11/2020	<p>Teachers will be required to set norms and expectations for classroom discussion both online and in traditional classrooms.</p> <p>Responsible: Assistant Principal / BARR Director Participants: Teachers, Guidance Counselors, staff Frequency: Bi-annually Intended Impact: This will support the development of a culture for learning and discussion. These norms for discussion and collaboration will be posted and referred to throughout the year.</p>
9/8/2020	9/30/2020	<p>The professional development plan will be developed, proposed to the Leadership team, revised and published for teachers review.</p> <p>Responsible: Academic Standards Facilitator/Principal Participants: Teachers, Guidance Counselors, staff Frequency: Once with quarterly review Intended Impact: This will allow for all topics to be integrated with the highest consistency and with review of the plan quarterly changes can be made in response to the needs of the teachers and environmental factors.</p>
9/8/2020	9/30/2020	<p>A set of cross-curricular small group cohorts will be developed for professional development sessions for the year that administration will attend (one per session).</p>

Tenet 3 or Tenet 4 Goal

		<p>Responsible: Assistant Principal for Scheduling / Academic Standards Facilitator Participants: Teachers Frequency: Bi-annually Intended Impact: To allow for more application of the same strategies across content areas and reduce resistance through modeling the techniques can be used across the board to provide consistency for our students .</p>
9/2020	9/2020	<p>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. Responsible: Outside Consultant and Academic Standards Facilitator Participants: Teachers, Guidance Counselors, staff Frequency: September, October, November Intended Impact: To increase the use of success criteria and the integration of standards-based rubrics to drive students learning and mastery.</p>
9/2020	10/2020	<p>Principal will lead a review of the SCEP in a Faculty Meeting. Responsible: Principal Participants: Teachers, Guidance Counselors, staff Frequency: Quarterly Intended Impact: 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.</p>
10/2020	11/2020	<p>October Department Meeting will have teachers bring a concrete example of how a “Check for Understanding” was utilized in their class (video uploaded to shared folder, if remote). Responsible: Academic Standards Facilitator Participants: Teachers, Principal, Assistant Principals (3) Frequency: Once Intended Impact: By looking at the evidence teachers bring, we can evaluate the needs of our teachers to increase their use of checks for understanding, as well as the effectiveness and impact of the ongoing PD on this topic.</p>
9/2020	1/2021	<p>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. Responsible: Assistant Principal / BARR Director Participants: Teachers, Guidance Counselors, staff Frequency: Bi-annually Intended Impact: This will allow for review of the teachers’ application of the professional development and to gather pertinent data to drive leadership decision.</p>
9/2020	1/2021	<p>School leaders will hold data analysis meetings to look at data from learning walks. Responsible: Assistant Principal for Scheduling /Principal Participants: Admin team Frequency: Monthly Intended Impact: 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</p>

Tenet 3 or Tenet 4 Goal

	group to be follow up in each subsequent meeting.
--	---

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

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 passing classes for January 2020	10% increase in student passing rate

Planning for January to June

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

Start	End	Action
1/2021	1/28/2021	School leadership team will analyze student achievement, learning walk, professional development, and survey data to determine next steps for professional learning for building. Responsible: Principal Participants: Admin team Frequency: Monthly Intended Impact:
2/2/2021	2/5/2021	Create a schedule for teachers to be provided with pd on effective feedback. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Quarterly Intended Impact: Scaffold PD modules and integrate resources distributed in ASF's weekly feedback to staff to reinforce themes from professional development sessions, as well as extensions for self-directed professional development opportunities recommended.
2/2021	6/2021	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. Responsible: Academic Standards Facilitator Participants: Teachers

Tenet 3 or Tenet 4 Goal

		<p>Frequency: Ongoing</p> <p>Intended Impact: Scaffold PD modules, provide one-on-one support after professional development sessions, provide accountability for teachers who will have to demonstrate the application of PD content for peers.</p>
2/2021	6/2021	<p>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.</p> <p>Responsible: Assistant Principal / BARR Director</p> <p>Participants: Teachers, Guidance Counselors, staff</p> <p>Frequency: Bi-annually</p> <p>Intended Impact: This will allow for review of the teachers' application of the PD and to gather pertinent data to drive leadership decision.</p>
1/ 2012	6/2021	<p>School leaders will hold data analysis meetings to look at data from learning walks.</p> <p>Responsible: Assistant Principal for Scheduling /Principal</p> <p>Participants: Admin team</p> <p>Frequency: Monthly</p> <p>Intended Impact: 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.</p>

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
More online trainings	All Staff/department meetings will utilize zoom or google meet even if we are in the building in September	Whole Year
Voluntary Trainings	Trainings on tools for teachers to use for FHL <ul style="list-style-type: none"> ● Ed Puzzle ● Nearpod ● Google ● Meets ● Zoom 	Summer and continually throughout the year
Training for administrators to do learning walks online	Online professional development to understand technology tools, engagement strategies and how to provide feedback to teachers online.	continually
High Intensive Trainings	Capitalize on potential opportunities for the Train the Trainers to shift their practices to online engagement protocols	The first day or two back without students

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, we will increase the number of students on track for graduating to equal a 75% graduation rate equivalency for each cohort.	2016: 67% 2017: 60% 2018: 63% 2019: 57%

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?)
Data gathered through the parent and student focus group made evident that both parents and students are unaware of graduation requirements and have received little communication in regards to this. Final Five requirements, Credit accumulation etc.	No
We have a significant percentage of students who are currently separated from the district due to a need to work and support their families. The numbers below represent the percent of students currently separated from the district based on their cohort: 2016: 25%; 2017: 14%; 2018: 8%; 2019: 1%	Yes
There has not been consistent tracking of students in cohorts in 9th, 10th and 11th grades. Attention has been primarily focused on 12th grade students.	No

Melissa Barrow 7/11/20 1:33 AM
Comment [3]: Be sure to have data to support this statement. For example a survey. The data provided regarding the cohorts is limited only to the separation from the District; however, does not indicate cause.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	9/20/20	Guidance counselors will produce an accurate and verified spreadsheet that identifies all students <i>at each grade level</i> with their current number of credits and required Regents exams using a red: high risk, yellow: medium risk and green: on target for graduation identification system Responsible: Guidance Assistant Principal/Principal Participants: Guidance Counselors Frequency: Once per semester Intended Impact: More acute awareness of at-risk students to enable action in remediating their status and improving communication with student and parents
9/1/20	9/29/20	Student transcripts will be disseminated via English teachers with explicit instructions as to how to review the document with students and communicate how this is a tool for tracking progress towards graduation. Responsible: Leadership Team, Assistant Principal Participants: English teachers Frequency: Once

School-Selected Tenet Goal

		<p>Intended Impact: Students will receive an aligned communication about ways in which they can become advocates for their own success. Teachers will then be able to reference this document as a means for tracking student progress and students will be able to speak about the aspects of their grades, credits and pathway to graduation.</p>
9/1/20	11/29/20	<p>Guidance Counselors will mail home a copy of all students' transcripts and a letter in multiple languages to explain the importance of attendance, credit accumulation and success on Regents exams as essential components of their child's progress towards graduation.</p> <p>Responsible: Guidance AP Participants: Guidance Counselors Frequency: Once per semester</p> <p>Intended Impact: More acute awareness of at-risk students to enable action in remediating their status and improving communication with student and parents for greater support of graduation requirements</p>
9/1/2020	12/20/2020	<p>Guidance counselors will report to the leadership team the number of students for each grade level at low, medium and high risk with an action plan to address the student gaps in credit accumulation for review.</p> <p>Responsible: Leadership Team Participants: Guidance Counselors Frequency: Once per quarter</p> <p>Intended Impact: Increased accountability for Guidance Department and increased clarity for Leadership team so they can build stronger relationships with the student body as a positive factor building greater success in student proficiency through connectedness and engagement in the school community. Encourage students to stay in school.</p>
9/1/2020	12/20/2020	<p>Guidance counselors will have scheduled meetings with all at risk-students and their parents/guardians to create a plan to identify needs and plan support.</p> <p>Responsible: Guidance Director/Principal Participants: Guidance Counselors, students, parents Frequency: Once per quarter</p> <p>Intended Impact: More acute awareness of at-risk students to enable action in remediating their status and improving communication with student and parents.</p>
9/1/2020	12/20/2020	<p>Leadership team teamed with a guidance counselor will review the list to confirm guidance counselors will assure that all meetings for at-risk students with their parents have been completed and plans developed.</p> <p>Responsible: Principal/Assistant Principal Participants: Guidance Counselors Frequency: At least once each quarter</p> <p>Intended Impact: Students will be aware of their standing at the beginning of the quarter to create an action plan and have parents involved in the development of that plan to increase student support, accountability and parental partnerships for student success.</p>
9/8/2020	1/30/2020	<p>Final Five requirements need to be communicated to the students starting from 9th grade. Teachers will be made aware of the students in their classes who are taking January and June regents as well as those Seniors who may be at moderate or high risk of not graduating so that there can be greater support through relationships with the student.</p> <p>Responsible: Principal Participants: Guidance Counselors, Assistant Principal Frequency: Monthly</p>

School-Selected Tenet Goal

		Intended Impact: Students can monitor their progress toward graduation and make corrections in a timely manner.
10/1/20	10/31/20	Leadership Team will secure staffing for Regents review classes. Responsible: Leadership Team Participants: Teachers Frequency: Once in October Intended Impact: Teachers who will be conducting reviews will be selected early to allow for time to collaborate with classroom teachers to design purposeful, effective review sessions and provide a conduit for communication about students' progress.
11/1/2020	1/15/2021	Regents Review Classes will be held to support CORE content area exams, with snacks provided. Responsible: Leadership Team Participants: Teachers Frequency: Weekly beginning 3 months prior to Regents exams (October and April) at latest Intended Impact: Students who are not currently enrolled in Regents classes but have to retake the exam will receive more consistent and appropriately paced review for greater retention. Students enrolled in Regents classes will receive more support in preparation of exams to increase the first-time pass rate.
11/1/20	1/1/21	All at-risk students who have a January Regents will be required to attend at least 50% of Regents Review classes, as evidenced by sign in sheets and reinforced by meetings with Guidance counselors if needed. Responsible: Guidance Counselors and Teachers Participants: Teachers and Students Frequency: Weekly the student sign in sheets will be submitted to the guidance department and students who are not attending. Intended Impact: Students who are not currently enrolled in Regents classes but have to retake the exam will receive more consistent and appropriately paced review for greater retention. Students enrolled in Regents classes will receive more support in preparation of exams to increase the first-time pass rate.
11/1/20	1/1/21	Teachers will receive a copy of the spreadsheet to support the efforts for all students who are not on track for graduation at all grade levels. Responsible: Leadership Team Participants: Guidance Counselors/Teachers Frequency: Once each semester Intended Impact: Collaborative strategizing in how the student best learns and can attain proficiency.

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
tracking spreadsheet	At the Mid-year, the tracking sheet will be updated for all students with credits obtained in first semester as well as grades for Q1 and Q2 to revise level identification of high risk, medium risk or on track for graduation. At mid-year, the number of meetings with at-risk students will be evaluated and the number of students per counselor who required meetings will also be analyzed to see if the system is working efficiently and effectively so that this data can be further

School-Selected Tenet Goal

	studied at the end of the year. Transcripts will be shared with the students to review requirements for the following 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

Planning for January to June

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

Start	End	Action
1/1/2020	2/1/2020	Teachers will be provided with January Regents Assessment Data to analyze the students who did not meet proficiency, and create action plans. Responsible: Leadership Team Participants: Teachers Frequency: Twice weekly in PLCs for 3 weeks - after this the objectives will shift to the next types of data and student work being evaluated Intended Impact: Teachers will receive more specific details as to the standards and skills on which students need re-teaching so that an aligned approach can be implemented and also differentiated work can be provided based on students' ability to increase the annual Regents passing rates.
1/1/2021	6/19/2021	Guidance counselors will meet every other week to provide the Leadership team with updates as to the progress of at-risk students. Responsible: Leadership Team and Guidance Counselors Participants: Guidance Counselors and Leadership Team Frequency: Every two weeks Intended Impact: Increased accountability for Guidance Department and increased clarity for Leadership team so they can build stronger relationships with the study body as a positive factor building greater success in student proficiency through connectedness and engagement in the school community.
1/1/2021	6/19/2021	Guidance counselors will have scheduled meetings with all at risk-students and their parents/guardians to create/update a plan. Responsible: Guidance AP/Principal and Counselors Participants: Guidance Counselors, parents Frequency: Once per semester within Q1 and Q3 Intended Impact: More acute awareness of at-risk students to enable action in remediating their status and improving communication with student and parents.
1/27/21	1/28/21	In English classes, all students are provided transcripts and a copy of the elective courses. The teachers use a lesson plan provided in multiple languages to walk students through the process of evaluating their progress towards graduation. Responsible: Leadership Team

School-Selected Tenet Goal

		<p>Participants: Teachers Frequency: once Intended Impact: Students will be more aware and self-motivated to fulfill requirements because of clearly communicated pathways towards graduation and the knowledge of their own progress on those pathways thus far.</p>
2/05/2021	2/27/21	<p>Guidance counselors will assure that all meetings for at-risk students with their parents have been completed and plans developed for 2nd semester. Responsible: Guidance AP/Principal Participants: Guidance Counselors Frequency: At least once each semester within the first 4 weeks of Q1 and Q3 Intended Impact: Students will be aware of their standing at the beginning of the quarter to create an action plan and have parents present to be involved in the development of that plan to increase student support, accountability and parental partnerships for student success. Students will be aware of their standing at the beginning of the quarter to create an action plan and have parents present to be involved in the development of that plan to increase student support, accountability and parental partnerships for student success.</p>
4/3/21	6/16/21	<p>Regents review classes will be held to support student preparation at least three days a week, with snacks provided. Responsible: Leadership Team Participants: Teachers Frequency: Weekly beginning three months prior to Regents exams (October and April) at latest Intended Impact: Students who are not currently enrolled in Regents classes, but have to retake the exam will receive more consistent and appropriately paced review for greater retention. Students enrolled in Regents classes will receive more support in preparation of exams to increase the first-time pass rate.</p>
4/3/21	6/16/21	<p>Each administrator will be assigned a set of Seniors for which they will be responsible for meeting with, monitoring and on occasion escorting to review classes. Responsible: Leadership Team Participants: Principal and Assistant Principals Frequency: Monday through Wednesday during Regents Review period Intended Impact: Students will more consistently attend the regents review classes, Administrators will develop better relationships with the Seniors and be able to leverage that for greater accountability which will lead to increased graduation rates.</p>
6/1/21	6/30/21	<p>Guidance Counselors will produce a revised spreadsheet that identifies all students at each grade level with their current number of credits and required Regents exams using a red: high risk, yellow: medium risk and green: on target for graduation identification system with identification of successful strategies and trends in data that the Leadership Team will use to evaluate success of action steps for this school year. Responsible: Guidance Counselors/Leadership Team Participants: Leadership Team Frequency: once Intended Impact: By looking at the ending status of students in all grades, a formal evaluation can be conducted as to the effectiveness of the new steps implemented in the Guidance Department to revise action steps and also to project needs for the upcoming school year based upon underclassmen rankings.</p>

School-Selected Tenet Goal

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students may have regressed	After School Learning Opportunities	After School
	Peer Tutoring	After School
	Portfolio Method of Assessment	In School
	Summer School	Summer 2020 and 2021

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 Goals
1F – Staff Collaboration and Support 1B – Intervention, Identification and Supports		By June 2021, all teachers will participate in PLCs to identify student areas of need and work collaboratively to differentiate common lessons using the power standards to close achievement gaps. Progress will be monitored by common quarterly assessments. By June 2021, common unit assessment scores will increase incrementally each quarter by 10% for proficiency and 10% by mastery.	Baseline data from virtual PLC

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 emphasis on writing for our multilingual students will help support language development across the content areas.	Focus on ENL and below grade-level students
Teachers are not applying their PLC work to classroom practice.	Focus on all students
Teachers are not using standards to assess work on a consistent basis across all curriculum areas.	Focus on all students.

Melissa Barrow 7/11/20 2:08 AM

Comment [5]: Language acquisition instruction is not inclusive of one modality. It is highly likely that if an ELL or an MLL has difficulty writing, then it is because they are not receiving instruction that allows for high quality academic Listening, Speaking, Reading, and Writing. This data can be collected through learning-walks, formative/ summative assessments, and NYSESLAT data for ELLs.

Melissa Barrow 7/11/20 2:13 AM

Comment [6]: Please be specific about the language level and designation (Newcomer, Long Term, Former ELL etc.). Also note that students who have attended schools in their home country may be below grade level in English because they are acquiring language and will require different instructional goals than a student who is SIFE, for example.

Melissa Barrow 7/11/20 2:00 AM

Comment [4]: The term Multilingual, according to NYSED, includes all students who are learning a language (English, Spanish, French, etc...). This includes Never ELLs and Newcomer ELLs. This subgroup encompasses groups such as Never ELLs, Ever ELLs, SIFE, High levels of literacy skills in their home language, Newcomer, Long Term ELLs, ELLs with Disabilities, students who are learning a language to enhance their understanding of their home/heritage language and culture etc... I would suggest being specific about language proficiency level and designation.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
8/23/20	8/24/20	Review Master Schedule to find common prep periods of teachers of the same content / grade level Responsible: Academic Standards Facilitator, AP Guidance, AP Scheduling Participants: Administrators Frequency: Once Intended Impact: Intentionally schedule teachers in a way that promotes the application of PLC outcomes into daily lessons
8/24/20	8/24/20	Incorporate teacher leaders to facilitate PLCs development and functioning Responsible: Academic Standards Facilitator, Participants: Teachers Frequency: Twice weekly Intended Impact: cultivate the collegial relationship and collaboration
8/22/20	8/28/20	PLC groups are planned and scheduled. Responsible: Academic Standards Facilitator , AP Guidance

School-Selected Tenet Goal

		<p>Participants: Teachers Frequency: Twice weekly Intended Impact: Provide opportunity for discussion on student academic data</p>
8/31/20	9/2/20	<p>Plan professional development to provide the overview of the PLC approach for the 2020-2021 school year - Academic Standards Facilitator, Responsible: Academic Standards Facilitator, Participants: Teachers Frequency: Once Intended Impact: Provide support and modeling as to the use of roles, PLC resources and best practice for analyzing student academic data.</p>
9/3/20	9/3/20	<p>Create a feedback survey regarding the professional development session Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Once Intended Impact: Ensure clarity for most effective functioning in PLC time to maximize effectiveness.</p>
9/4/20	9/30/20	<p>The Principal will share the PLC goal with the faculty during the first professional development day of the school year. Responsible: Principal Participants: Teachers Frequency: Once Intended Impact: Provide support for the PLC structure and process as well as emphasis on PLCs as a school-wide focus.</p>
9/9/20	9/14/20	<p>Respond to survey and clarify via email teacher needs Responsible: Academic Standards Facilitator, Participants: Teachers Frequency: Bi-annually Intended Impact: Measure teacher satisfaction and incorporate teacher feedback to promote practitioner engagement.</p>
9/14/20	9/16/20	<p>Create Admin schedule for PLC monthly visitation Responsible: Academic Standards Facilitator, Principal Participants: Principal Frequency: Once Intended Impact: Establish a distribution of responsibility to supporting content areas.</p>
9/14/20	12/23/20	<p>Integrate goals for Department Meetings to reflect the analysis of Standards and revisions to curriculum in alignment with PLC and Engagement goals Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Monthly Intended Impact: Provide additional time to review standards from which common assessments will be developed during PLC meetings.</p>
9/14/20	12/23/20	<p>PLCs meet on a regular basis Responsible: Academic Standards Facilitator/Assistant Principal for Scheduling Participants: Teachers Frequency: Twice weekly Intended Impact: Provide opportunity for discussion on student academic data</p>
9/14/20	12/23/20	<p>PLCs will focus on developing a standards-based common unit assessment Responsible: Academic Standards Facilitator Participants: Teachers</p>

School-Selected Tenet Goal

		<p>Frequency: Monthly Intended Impact: Provide common unit assessment that will provide teachers with academic data to be implemented in differentiation and scaffolds in the next unit as well as the need to remediation on skills from prior unit.</p>
9/16/20	9/18/20	<p>Create resource folder containing templates, common rubrics, house monthly PLC share out document Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Once with ongoing updates Intended Impact: Provide central repository for Next generation standards and tools to create aligned assessments and curriculum decisions.</p>
10/5/20	12/23/20	<p>PLCs will identify students scoring in the bottom 25% on each unit exam and determine as a team, noted on a spreadsheet, the action steps that will be implemented for remediation and support. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: After each standards based unit assessment (5wks) Intended Impact: Provide differentiation and scaffolding best practices for the skills on which students need remediation.</p>
10/5/20	12/23/20	<p>PLCs will review and item analysis as to the proficiency for standards in the unit assessed. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Monthly Intended Impact: Teachers will analyze trends in standards attainment and make adjustments in daily lessons to accommodate as well as compare to Regents Data for proficiency on these standards.</p>
10/5/20	12/23/20	<p>PLCs will identify students scoring in the bottom 25% on each unit exam and notify guidance counselors Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Monthly Intended Impact: Increase the communication about student progress and the connectedness of support teams to provide a whole school approach to remediation.</p>
10/5/20	12/23/20	<p>PLCs will identify students scoring in the bottom 50% on each unit exam and note on a spreadsheet the parent contact that was made to support the student and share the plan for improvement. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Monthly Intended Impact: Increase communication with parents and families to allow for increased partnership in student success as well as supporting the Communication SCEP goals .</p>
10/5/20	12/23/20	<p>PLCs will review students' academic data on common assessments and provide skill goal reports to students during in-class conferences for each unit assessment Responsible: Academic Standards Facilitator Participants: Teachers Frequency: After each assessment Intended Impact: Providing students with the assessment review as to the</p>

School-Selected Tenet Goal

		standards aligned to each question and providing a place for goal setting will increase Engagement and motivation additionally supporting that SCEP goal.
11/2/20	11/6/20	PLC teams will complete a shared google doc with summary findings as to patterns of student needs by course standards as indicated by review of student work and Standards based common assessment data. Responsible: Academic Standards Facilitator Participants: Teachers Frequency: Bi-annually Intended Impact: Share patterns and finding with other grade/level content teams to further evaluate for patterns and trends across content areas .

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
Standards Based Assessments	PLCs will have developed a minimum of 5 standards based common assessments for every course offered in the school.

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
Mid Term Assessment	As a result of PLC work, 50% of students receiving additional support will improve their performance on common assessments by 20%	As a result of PLC work, 75% of students receiving additional support will improve their performance on common assessments by 20%

Planning for January to June

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

Start	End	Action
1/11/21	1/15/21	PLCs will restart by analyzing Midterm assessment data using a protocol to determine areas of need for students. Responsible: Martin Participants: Teachers Frequency: Once Intended Impact: Data analysis will determine further revision to curriculum and

Melissa Barrow 7/11/20 2:17 AM
Comment [7]: Replace with title of position rather than specific name.

School-Selected Tenet Goal

		instruction as necessary for the second semester in preparation of student successful completion of course outcomes.
1/11/21	1/18/21	PLCs will report the trends from Midterms assessment data analysis to Administration team via a template in a Google folder with a summary plan of action. Responsible: Martin Participants: Teachers Frequency: Monthly Intended Impact: Provide the opportunity to increase the integration of language alignment across content areas as well as cross-curricular planning.
1/18/21	5/21/21	PLCs will focus on developing a standards-based common unit assessment for remaining units in semester 2 Responsible: Martin Participants: Teachers Frequency: Monthly Intended Impact: Provide common unit assessment that will provide teachers with academic data to be implemented in differentiation and scaffolds in the next unit as well as the need to remediation on skills from prior unit.
1/18/21	5/21/21	PLCs will identify students scoring in the bottom 25% on each unit exam and determine as a team, noted on a spreadsheet, the action steps that will be implemented for remediation and support Responsible: Martin Participants: Teachers Frequency: After each standards based unit assessment (5wks) Intended Impact: Provide differentiation and scaffolding best practices for the skills on which students need remediation.
1/18/21	5/21/21	PLCs will review and item analysis as to the proficiency for standards in the unit assessed. Responsible: Martin Participants: Teachers Frequency: Monthly Intended Impact: Teachers will analyze trends in standards attainment and make adjustments in daily lessons to accommodate as well as compare to Regents Data for proficiency on these standards.
1/1/21	5/21/21	PLCs will identify students scoring in the bottom 25% on each unit exam and notify guidance counselors Responsible: Martin Participants: Teachers Frequency: Monthly Intended Impact: Increase the communication about student progress and the connectedness of support teams to provide a whole school approach to remediation.
1/18/21	5/21/21	PLCs will identify students scoring in the bottom 50% on each unit exam and note on a spreadsheet the parent contact that was made to support the student and share the plan for improvement. Responsible: Martin Participants: Teachers Frequency: Monthly Intended Impact: Increase communication with parents and families to allow for increased partnership in student success as well as supporting the Communication

School-Selected Tenet Goal

		SCEP goals.
1/18/21	5/21/21	PLCs will review students' academic data on common assessments and provide skill goal reports to students during in-class conferences for each unit assessment. Responsible: Martin Participants: Teachers Frequency: After each assessment Intended Impact: Providing students with the assessment review as to the standards aligned to each question and providing a place for goal setting will increase Engagement and motivation additionally supporting that SCEP goal.
4/12/21	4/16/21	PLC teams will complete a shared Google doc with summary findings as to patterns of student needs by course standards as indicated by review of student work and Standards-based common assessment data from their work to guide the Regents Review classes that will be taking place. Responsible: Martin Participants: Teachers Frequency: Bi-annually Intended Impact: Share patterns and finding with other grade/level content teams to further evaluate for patterns and trends across content areas .
5/3/21	5/28/21	PLCS will develop a checklist of cumulative standards addressed and number of students who have attained each standard to share with students. Responsible: Martin Participants: Teachers Frequency: once Intended Impact: Share with students the totality of their mastery to inform the last segments of their work and bolster perseverance.
5/3/21	5/28/21	PLCs will develop lessons to address the standards with an overall proficiency of 50% or less Responsible: Martin Participants: Teachers Frequency: once Intended Impact: Lessons will culminate with integration of skills that need further review.
5/31/21	6/4/21	PLC's will engage in a reflection protocol for teacher practices from this year and report out on a shared doc Responsible: Martin Participants: Teachers Frequency: Once Intended Impact: Reflection will be able to drive intentions for 2021-2022 school year and support survey data collected to determine effectiveness of PLC Systems.
6/21/21	6/25/21	A survey will be administered to determine if By June 2021, 75% of students receiving additional support will improve their performance on common assessments by 20%. Responsible: Participants: Frequency: once Intended Impact:
6/7/21	6/18/21	PLCs will evaluate EOY local assessment data and develop 3-5 Google slides to be included in a presentation as to trends, best practices, outcomes and recommendations Responsible:

School-Selected Tenet Goal

		Participants: Frequency: Intended Impact:
--	--	--

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
Provide virtual space for PLCS	Google Meet Room will be established to afford teachers aligned by grade level and content a consistent meeting place	Sept 2020 - June 2021
Development of online standards-based assessments	Utilize the technology applications and create portfolio-based assessments with standards based common rubrics	Sept 2020 - June 2021
Socio-emotional needs of students	Meetings will hold time for these discussions (last 10of 50 min in person) *if remote learning, meeting every Friday meeting will be devoted to the SEL needs of students	Sept 2020 - June 2021

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/ Guardians	<p>#6. How do you feel about this statement: "The school regularly communicates with me about my child's progress."?</p> <p>#10. Do you know what school programs are available to support your child's (children's) learning?</p> <p>#11. Do you know what programs are available to support you with your role in your child's (children's) education?</p>	<p>By June 2021, we will have a 30% increase in question #6 in that parents/guardians will report that they "agree" or "strongly agree" with the statement: "The school regularly communicates with me about my child's progress." As evidenced by questions related to #6 showing that parents would like more information about programs available to support their children's learning, as it will impact student outcomes and the graduation rate.</p>	<p>Internal attitudinal surveys results show that 53% of parents/guardians feel that "The school regularly communicates with me about my child's progress." as reported by question #6 and as reported by related questions #10 showing that 48% of parents/guardians "don't know" or "need more information" about school programs available to support their children's learning and question #11 showing that 52% of parents indicated that they "don't know" or "need more information" about school programs available to parents to support them in their children's learning. (June 2021)</p>

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The lack of communication causes misunderstanding, confusion, frustration, missed information/opportunities, divides relationships/partnership as reported by the parent, teacher, and student groups. Ineffective communication impedes support, trust, motivation, awareness, negatively impacts the culture of the school, and ultimately impacts student outcome.	Guidance counselors & Administrators
Inadequate accessibility excludes some of the stakeholders from benefiting equitable opportunities, collaborating, and supporting the school community and their children's learning and social and emotional needs.	website/mail/emails/ in-person or virtual meetings/need student & parent portals/Provide translators or translations of documents.
Parents feel that they don't have access or are not consistently informed about their children's academic progress and school programs. Parents also shared that there is a lack of adequate and timely feedback to them and their children and there is little or no check-ins, guidance, and social and emotional support for their children, making students feel	classroom teachers/guidance counselors /administrators/ psychologists

Survey Goal

unmotivated and that they don't "belong."

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
6/4/2020	6/26/2020	Administer an attitudinal survey for parents to set a benchmark as to their report of wanting more information about their children's academic progress, school programs, and better communication from the school via verbal or written feedback, phone contacts, in-person or virtual meetings, traditional mail, emails, robo-calls, and on the school website and providing translators and translations of documents as necessary. Responsible: Leadership Team Participants: Parents/Guardians Frequency: Once (each semester) Intended Impact: This will reaffirm survey findings and will allow for a further analysis about the school's dissemination of information and communication with stakeholders.
6/16/2020	8/30/2020	Administrators and guidance counselors will share, in-person or virtually, general information about the school and expectations during grade level orientations. All pertinent information will be accessible to students and parents via mail, email, student agenda/handbook, and on the school website, including schedules for conferences/meetings, school events and programs. Provide translators and translation of documents. Responsible: Guidance counselors/Administrators Participants: Students and Parents Frequency: Twice (August & February) and ongoing as information becomes available Intended Impact: To improve communication, share expectations, and create a well informed and supported school community.
8/25/2019	9/11/2020	Administrators and guidance counselors will ensure that all students have received their class schedules, Google classroom codes, resources, and clear expectations, and share all pertinent information with parents via mail, email, the parent portal, and on the school website, including schedules for conferences/meetings, school events and programs. All information needs to be accessible to students and parents, providing translators and translation of documents. Responsible: Guidance Counselors, teachers, and administrators Participants: Students and parents Frequency: September and consistent throughout the year. Intended Impact: To improve communication, provide clear expectations, and create a well informed and supported school community.
9/14/20	6/1/2021	Share the 2020-2021 School Comprehensive Plan (SCEP) with the faculty, staff, students, and parents in an in-person or virtual meeting. Provide translators and translation of documents. Responsible: Leadership Team Participants: Faculty, staff, students, and parents Frequency: Twice, once each semester Intended Impact: To improve awareness, support, and communication among all stakeholders.

Survey Goal

9/14/20	9/21/2020	Report findings from District wide surveys (May 2020) as well as the internal attitudinal survey (June 2020) with the staff and faculty in the Faculty meeting. Responsible: Leadership Team Participants: Staff and faculty Frequency: Twice, once each semester Intended Impact: To improve awareness, support, and communication among all stakeholders.
9/07/20	10/30/2020	Guidance counselors will meet with all students, and parents to provide guidance and discuss class schedules, google classroom codes, resources, programs, and review the graduation plan form, expectations, and credit requirements, providing social and emotional support “check-ins” and motivation. Provide translators or translations of documents. Responsible: Guidance counselors and administrators Participants: Students and parents Frequency: Twice (September and second semester) and as necessary Intended Impact: Students will feel supported, confident, and build stronger relationships and trust with their guidance counselors.
9/7/20	12/15/20	Guidance counselors will schedule in-person or virtual meetings with the seniors and their parents to provide guidance, motivation, clear expectations, and prepare for graduation, and provide social and emotional support/check-ins. Provide translators or translations of documents. Responsible: Guidance counselors/administrators Participants: Students and parents Frequency: Twice (once each semester) and as requested Intended Impact: Parents and students will feel supported, prepared, and will build stronger relationships and partnership with their children’s guidance counselors.
9/7/20	6/15/21	BARR Team teachers and guidance counselors will schedule in-person or virtual meetings with 9th BARR students and parents as needed, to provide guidance, motivation, review academic progress and provide social and emotional support/check-ins during BARR Block and Risk Review meetings, creating and following up with interventions and recording the real-time data, academic progress and failure reports in the BARR Team spreadsheets, gathered from the I-Times activities and BARR team meetings. Provide translators or translations of documents. Responsible: The BARR Team (teachers, guidance counselors, coordinator, administrators, and other professionals as needed (Psychologists, FRC, Officer, etc.) Participants: BARR students and parents Frequency: All year, as needed and as requested Intended Impact: Students will feel supported, confident, building trust and stronger relationships with BARR team members, especially teachers and guidance counselors.
8/25/2019	6/30/2021	Administrators, guidance counselors, teachers, and the webmaster will ensure that all students have received information about resources, student and school programs, clear expectations and share all pertinent information with parents via mail, email, the parent portal, and on the school website, including schedules for conferences/meetings, school events and programs. All information needs to be accessible to students and parents. Provide translators and translation of documents. Responsible: Guidance counselors, administrators, teachers and the Webmaster Participants: Students and parents

Survey Goal

		<p>Frequency: Consistently throughout the year.</p> <p>Intended Impact: To improve communication and create a well informed and supported school community.</p>
9/7/20	12/15/20	<p>Guidance counselors will schedule in-person or virtual meetings with seniors, again, to provide guidance, motivation, clear expectations, and prepare for graduation, and provide social and emotional support/check-ins. Provide translators or translations of documents.</p> <p>Responsible: Guidance counselors/administrators</p> <p>Participants: Seniors</p> <p>Frequency: Twice (once each semester) and as requested</p> <p>Intended Impact: Parents and students will feel supported and build stronger relationships/partnership with their guidance counselors.</p>
12/1/20	12/15/20	<p>Guidance counselors, teachers, and administrators will schedule in-person or virtual teacher-parent conferences with students and parents to discuss their academic progress, graduation plan form and provide social and emotional support/check-ins to provide guidance, motivation, and clear expectations. Provide translators or translation of documents.</p> <p>Responsible: Guidance counselors/teachers/Administrators</p> <p>Participants: Students and parents</p> <p>Frequency: Twice (each semester), and as necessary throughout the year</p> <p>Intended Impact: Students will feel supported and build stronger relationships/partnership with their guidance counselors, teachers, and administrators.</p>

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
Parent/Student Surveys	Administer a mid-year attitudinal survey for parents and students to set a benchmark as to their feeling about how the school communicates with them about their children's academic progress and school programs, to evaluate if there are any shifts in the data to support action steps or indicate a need for additional steps to improve communication.

Survey Goal

Planning for January to June

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

Start	End	Action
1/01/2021	1/15/2021	Administrators will analyze and share the survey results and findings from internal attitudinal surveys (June 2020-January 2021) and review the school comprehensive plan with staff in the Faculty meeting. Responsible: Leadership Team Participants: Staff and faculty Frequency: Once Intended Impact: To improve communication, awareness, creating a well informed and supported school community.
2/01/21	6/15/21	Administrators, teachers, and guidance counselors will have in-person or virtual grade assemblies to reiterate expectations, build the school culture, and motivation. Provide translators or translations of documents. Responsible: Guidance counselors, teachers, and administrators Participants: Students Frequency: Quarterly assemblies and second semester Intended Impact: Students will feel supported, motivated, and informed.
2/01/21	6/15/21	Guidance counselors will schedule in-person or virtual meetings with all the students, and their parents to discuss their academic progress, graduation plan form and provide social and emotional support/check-ins to provide guidance, motivation, and clear expectations. Provide translators or translations of documents. Responsible: Guidance counselors/Administrators Participants: Students Frequency: Quarterly assemblies Intended Impact: Students will feel supported and build stronger relationships with their guidance counselors.
3/01/21	3/30/21	Guidance counselors will meet, in-person or virtually, with 9th -11th graders for 2021-2022 scheduling and to reiterate about the credit accumulation, community service hours, and graduation requirements, and provide social and emotional support. Provide translators and translations of documents. Responsible: Guidance counselors and Administrators Participants: Students Frequency: Twice (each semester) and as requested by parents or students Intended Impact: Students will feel supported and will build confidence and stronger relationships with their guidance counselors. They will confirm if the student is on track to move to the next level (grade).
4/1/21	4/15/21	Guidance counselors, teachers, and administrators will meet in-person or virtually with students and parents for Parent-Teacher Conferences to discuss their academic progress, graduation requirements, and provide social and emotional support/check-ins, motivation, and clear expectations. Provide translators or translation of documents. Responsible: Guidance counselors/teachers/administrators Participants: Students and parents Frequency: Twice (each semester) and as necessary

Survey Goal

Intended Impact: Students and parents will be informed, feel supported and build stronger relationships/partnerships with their guidance counselors, teachers, and administrators.

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
Confirm and update students' family contact information	Request confirmation or update of contact numbers, emails, and home addresses.	June, August, and September
Access to technology	Schedule distribution of technology/devices to every student and staff as needed.	June, August, and September
Technology skills	Provide student and parent tutorials to orient and familiarize them with Google Classroom, accessing information on the school website, instructional videos, learning activities, emails, Google docs, and the submission of work and documents.	June, August, and September
Provide virtual academic, social, and emotional support.	Provide feedback and social and emotional support, via in-person or a google meet, to all students to meet their needs, as identified by teachers and guidance counselors. In addition to the support and interventions created and followed up by the BARR team, provided to the 9th grade BARR students.	All year, as needed

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).