New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21
School Comprehensive Education Plan
(SCEP)

District	School Name	Principal	Grades Served
Troy City School District	Carroll Hill School	Roy Stiles	K-5

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
Students with Disabilities	2	1	1	n/a	2	3

HS Indicators

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

Stakeholder Participation

Background

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

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Example: 3/6/20	*x*	*x*			
5/13/20	x		x		
7/13/20	x	x			
7/14/20		x			
7/15/20		x		x	
7/21/20				x	
7/22/20				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	Several meetings were held with all stakeholders that work with and support SWD. All information from the meetings were collected and helped guide the creation of our SCEP. We are incorporating several of the ideas from the stakeholder meetings. Special education teachers will have more time to work together as a department, and all staff working with SWD will have access to a shared document that has students' strengths and next steps.
Parents with children from each identified subgroup	Parent feedback was collected on 7/22/20 through a virtual meeting with the Principal and Building Leadership Team. Feedback from parents was taken into consideration when writing the plan to ensure we will see an impact on student learning for our 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
		5/13	7/13	7/14	7/15	7/21	7/22	
Theressa Bellerose	Teacher		x	x	x	x	x	
Nancy McNitt	SPED Teacher		x	x	x	x		
Emmalee Olszewski	Teacher		x		x	x	x	
Christine Burroughs	Teacher		x	x	x	x	x	
Beth Carcich	Social Worker		x	x	x	x	x	
Erin O'Malley	Teacher		x	x	x	x	x	
Joe Foglia	Principal Assistant	x	x			x	x	
Beth Dowd	Instructional Coach	x	x	x	x	x	x	
Summer Logrippo	Instructional Coach	x	x	x	x	x	x	
Roy Stiles	Principal	x	x	x	x	x	x	
Jessica Cachiolli	Parent						x	

Evidence-Based Intervention

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

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

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

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

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

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

☐ **State-Supported Evidence Based Strategy**

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

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	● All stakeholders will continue to utilize the Strengths & Goal Setting Document that represents special education students' strengths and areas of growth, used to create student ownership of their learning and goal setting. Through building walkthroughs and student interviews, 80% of students will show evidence of achieving their individual learning goals. ● Teachers will continue to use Specially Designed Instruction in accordance with students' IEPs and appropriate to the given academic task. The impact of instruction will be measured by 65% of special education students showing typical or aggressive growth in aReading. ● Survey Goal: More stakeholders reporting that student behavior does not interfere with instruction.

☐ **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

☐ **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	

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
Effective School Leadership	Provides High-Quality Instructional Leadership	By June 2021, the school leaders will conduct informal walkthroughs and will have visited each teacher and provided them with actionable feedback at least 3 times. On the 2021 DTSDE survey, 90% of teachers will strongly agree or agree with the statement "Our school leaders frequently visit our classrooms, conducting informal walkthroughs."	On the 2020 DTSDE 57.9% of teachers strongly agreed or agreed with the statement "Our school leaders frequently visit our classrooms, conducting informal walkthroughs."

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?)
Setting informal walkthroughs as a priority	
Possible union concerns regarding taking notes in classrooms	

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	Create an informal walkthrough form for feedback to be used for all informal walkthroughs
September	September	Communicate the process that will be used throughout the year around informal walkthroughs
September	January	Conduct informal walkthroughs
October	January	Examine data collected from informal walkthroughs and plan necessary professional development
August	January	Leader will participate in training on how to best conduct walkthroughs that lead to improved teacher practices and student outcomes

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**
School Staff Source Results	On the schoolwide staff survey, completed between 12/2020 and 01/2021, at least 75% of school staff will strongly agree or agree that student behavior does not interfere with instruction.

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**
January	June	Conduct informal walkthroughs
January	June	Examine data collected from informal walkthroughs and plan necessary professional development

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
Process to conduct informal walkthroughs if school closes and goes virtual during the year	Modify the informal walkthrough process and adjust the form used to support virtual learning	October

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Effective Instruction	Using Assessment and Feedback in Instruction	All stakeholders will utilize the Strengths & Goal Setting Document that represents special education students' strengths and areas of growth, used to create student ownership of their learning and goal setting. Through building walkthroughs and student interviews, 80% of students will show evidence of achieving their individual learning goals by June 2021.	Through classroom walkthroughs it was estimated that 20% of students demonstrated an understanding of their individual learning goal(s).

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?)
All stakeholders request for continued professional development supporting small group instruction and conferring.	
The Strengths & Goal Setting document was new last year and the focus was on teachers utilizing the document. We now want to expand the practice to include student ownership in their goals.	

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	Grade level teams will analyze last year's student data.
September	October	All stakeholders begin a cycle of student goal setting conferences and small groups.
September	October	Introduce the shared Strengths & Goal Setting Document with students.
September	January	Building leaders will conduct informal building walkthrough cycles
September	January	All stakeholders will continue one-on-one and small group student conferences.
October	January	Instructional coaches will provide small group and conferring professional development.
October	January	Building leaders will analyze data from informal walkthroughs (on a monthly basis), identify any trends and share out any data (via faculty meetings) to norm the expectations and feedback to teachers.
September	January	All stakeholders continue to update shared Strengths & Goal Setting Document with students' strengths and areas of growth

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**
Strengths & Goal Setting Document	All stakeholders will continue to update with current data
Building walkthrough data	Building walkthroughs are established and cycles are scheduled
Conference schedule	Teacher-student conferences are cyclical

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**
Building Walkthrough data	20% of students demonstrated an understanding of their individual learning goals.	80% of students will show evidence of achieving their individual learning goals.

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 stakeholders continue to update the Strength and Goal Setting Document with students' strengths and areas of growth.
January	June	All stakeholders will continue to enter data and conduct meeting times to analyze student data.
January	June	Building leaders and the Building Leadership Team will continue to analyze data from informal walkthroughs (on a monthly basis), identify any trends and share out any data (via faculty meeting) to norm the expectations and feedback to teachers.
January	June	Instructional coaches will continue to provide individual coaching to teachers in the area of conferring.
January	June	Building leaders will continue to conduct informal building walkthrough cycles.

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
Gap in schooling will mean that protocols and practices were not reinforced to the extent they normally would have been the previous year.	1. Convene vertical teams to ensure last year's missed content is covered in Fall. 2. All stakeholders will plan to provide more comprehensive feedback to students throughout the first marking period. a. discuss the meaning and purpose of the Strengths & Goal Setting Document	September/October

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
Effective Systems and Organization	Attendance	The school will implement a comprehensive system for addressing students with disabilities' attendance that will result in a decrease of chronic absenteeism from 28.7% to at least 26% by June 2021.	In the 19-20 school year, Eschool indicated a 28.7 % chronic absenteeism rate for students with disabilities.

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?)
Families experienced high levels of ACES which became obstacles for attending school.	No
Need for increased education and understanding on the importance of school attendance among families.	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**
July	August	BLT team will Identify students with disabilities who were chronically absent in 2019-2020.
August	Sept	BLT team will create/find a root cause survey for parents/students.
September	October	BLT team and school counselor will give, collect, and analyze survey data.
September	October	BLT team and school counselor will identify a root cause for each student with disabilities through a parent/student survey.
September	October	BLT team and school counselor will create an individual incentive plan for each identified student for increased attendance.
September	January	Identify building staff will be a check in with these identified students.
September	January	All stakeholders will make phone calls/home visits will be made to each identified student on attendance progress each month (positive and needs improvements).
September	January	Parent engagement team will plan parent/family events where targeted subgroups receives information/education on importance of school attendance.

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
Eschool	There will be a decrease of chronic absenteeism for students with disabilities from 28.7% to at least 26%.

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
January	January	BLT will analyze September-December attendance data.
January	January	BLT will reevaluate root causes and plans for each root cause and adjust accordingly.
January	June	Parent engagement team will continue parent/family events where targeted subgroups receive information/education on importance of school attendance where families and school will track progress with families.
January	June	All stakeholders will make phone calls/home visits will be made to each identified student on attendance progress each month (positive and needs improvements).
January	June	BLT team and school counselor will continue implementing an individual incentive plan for each identified student for increased attendance.

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

What does remote learning attendance look like?	Establish a protocol for remote and in school attendance documentation.	Prior to first day of school.
How do you encourage participation in remote learning? Decreased or lack of attendance during remote learning.	Finding root causes impacting remote learning attendance. Developing interventions to meet the needs of these root causes.	If remote learning occurs.

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
Effective Instruction	Targeted Strategies for Diverse Learners	Teachers will continue to use Specially Designed Instruction in accordance with students' IEPs and appropriate to the given academic task. The impact of instruction will be measured by 65% of special education students showing typical or aggressive growth in aReading by June 2021.	Fall aReading to winter aReading data indicated 44% typical or aggressive growth of special education students, as defined by Fastbridge.

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?)
On the 2019-2020 teacher survey, only 68% of teachers said that we have created structures so that students are able to reflect on their learning and keep track of their own progress.	
The continued need for Specially Designed Instruction professional development.	
Disproportionality in proficiency rates for students with disabilities	

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	December	Classroom teachers and special education teachers will participate in professional development opportunities supporting Specially Designed Instruction.
September	September	Grade level teams will review IEP goals.
September	September	Grade level teams discuss key strategies that were implemented and/or indicated in students IEPs the previous year.
September	January	Instructional coaches will provide additional training and support to teachers supporting Specially Designed Instruction..
October	October	Administration of Fall aReading to students.
October	October	Team analysis of Fall aReading data.
December	December	Administration of Winter aReading to students.
January	January	Team analysis of WInter aReading data.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	**January 2021 Target**
aReading	Winter aReading will indicate 65% typical or aggressive growth of special education students, as defined by Fastbridge.

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**
aReading	Winter aReading indicated 44% typical or aggressive growth of special education students, as defined by Fastbridge.	Winter aReading will indicate 65% typical or aggressive growth of special education students, as defined by Fastbridge.

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	Continued professional development opportunities supporting Specially Designed Instruction.
January	June	Review of IEP goals.
January	June	Update key strategies and instructional practices that were implemented and/or indicated in students IEPs that have proven successful.
January	June	Instructional coaches will provide additional training and support to teachers supporting Specially Designed Instruction.
January	June	Administration of Spring aReading to students.
January	June	Team analysis of Spring aReading data.

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**
Remote learning may contribute to students' having a regression in their aReading scores.	Based on data gathered from aReading scores, all stakeholders will target specific skills to meet students' needs.	September/October

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)*
School Staff	Student Behavior does not interfere with instruction.	In the 2020-2021 DTSDE Staff School Performance Scan, 40% of staff will strongly agree or agree.	In the DTSDE Staff School Performance Scan, 27.8% of staff strongly agreed or agreed.

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
On the 2019-2020 DTSDE Staff School Performance Scan, only 61.1% of staff strongly agreed or agreed that we have an effective system for developing and building student social-emotional health.
Need for increased student engagement.
Students not feeling connected/ having positive relationships with staff. (Climate and culture not meeting the needs of all students).
Students presenting with high social, emotional or behavioral needs that require more support to be successful, then are available within the classroom. (Students experiencing high levels of ACES).
Need for training available to staff, to develop and increase the skills needed to meet the social and emotional needs of students.
Need for an increase in clear and consistent, building wide expectations and protocols for responding to student needs.

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	January	Staff will set, communicate, and implement clear expectations with students and families on classroom behavior management systems.
September	January	Staff will continue to identify, refine and implement school wide protocols and procedures for responding to student behavior.
September	January	Staff will continue to develop and implement definitive procedures to support students who are chronic offenders and/or experiencing ongoing difficulties.
September	October	Staff will receive TCI de escalation strategies refresher to support the continuing use of de escalation strategies to best respond to student needs.
September	January	Provide training to staff on restorative justice practices.
September	January	All integrated and self-contained classrooms will continue to designate a space for students to use to self-regulate. Staff will be provided training

		and materials necessary to effectively teach and support students the skills needed to utilize this designated space.
September	January	Support staff will be available to provide lessons to students to teach the skills necessary to use this space to self-regulate, to support success within the classroom.
September	January	Staff will use a tiered approach to teaching social emotional learning lessons. At tier 1, all students will receive Second Step and Zones of Regulation curriculum. Students needing more social emotional support will receive tier 2, small group and tier 3, individualized instruction.
November	December	BLT members will develop a survey to assess progress towards the goal.
December	January	School staff will complete a survey to assess progress towards the goal.
September	January	Staff will continue to identify to refine and implement school wide protocols and procedures for responding to student behavior.

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
School Staff Source Results	On the schoolwide staff survey, completed between 12/2020 and 01/2021, at least 33% of school staff will strongly agree or agree that student behavior does not interfere with instruction.

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	Staff will continue to communicate and implement clear expectations with students and families on classroom behavior management systems.
January	June	Staff will continue to identify, refine and implement school wide protocols and procedures for responding to student behavior.
January	June	Staff will continue to develop and implement definitive procedures to support students who are chronic offenders and/or experiencing ongoing difficulties.
January	June	Staff will receive TCI de escalation strategies refresher to support the continuing use of de escalation strategies to best respond to student needs.
January	June	All integrated and self-contained classrooms will continue to designate a space for students to use to self-regulate. Staff will be provided training and materials necessary to effectively teach and support students the skills needed to utilize this designated space.
January	June	Support staff will continue to be available to provide lessons to students to teach the skills necessary to use this space to self-regulate to support success within the classroom.
January	June	Staff will use a tiered approach to teaching social emotional learning lessons. At tier 1, all students will receive Second Step and Zones of regulation curriculum. Students needing more social emotional support will receive tier 2, small group and tier 3, individualized instruction.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Due to extended time out of school, increased need to build teacher-student relationships and classroom community	Staff will focus on building a strong classroom community and positive relationships through lessons and activities designed by the Character Education committee.	September
Increased social, emotional needs of students and families due to pandemic related circumstances.	Finding root causes impacting social emotional needs (remote and/or in school). Developing interventions to meet the needs of these root causes.	September
Due to extended time out of school, increased need to build teacher-student relationships, learn/review and practice behavioral expectations and procedures.	Staff will spend the time needed to effectively teach behavior expectations and procedures.	September
Due to new protocols relating to the Covid-19 pandemic, students will need to learn and adjust to new social and behavioral norms and expectations.	Staff will spend the time needed to effectively teach and practice these new protocols.	September

Submission Assurances

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

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

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

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

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

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

Submission Instructions

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

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

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

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