



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

District	School Name	Principal	Grades Served
Cheektowaga Central School District	CCSD Middle School	Patrick Cullinan	5-8

## Completing this Document

All schools completing this document will have five SCEP Goals:

Required:

1. ELA
2. Math
3. Survey

Based on Subgroup Identification Status:

4. English Language Proficiency (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal
5. Chronic Absenteeism (required for all schools with a Level 1 for any subgroup for which the school is identified) **OR** school-selected goal

## 2018-19 Accountability Data

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

*Elementary/Middle School Accountability Indicators*

<i>Composite Performance Achievement Level</i>	<i>Student Growth Level</i>	<i>Combined Composite and Student Growth Level</i>	<i>English Language Proficiency Level</i>	<i>Average ELA and Math Academic Progress Level</i>	<i>Chronic Absenteeism Level</i>
1	1	1	-	1	3

## Stakeholder Participation

### Background

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

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

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes, including challenges that have emerged as a result of COVID-19.
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.
5. Identifying a plan to communicate the priorities with different stakeholders

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes, including challenges that have emerged as a result of COVID-19	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 11/6/20</i>	x	x			
November 2, 2020	X				
November 3, 2020		X	X		
November 4, 2020			X	X	
November 5, 2020					X

## TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEPT</b>
Teachers responsible for teaching each identified subgroup	Teachers were part of focus group discussion and served as member of the SCEPT team
Parents with children from each identified subgroup	Parents were parts of focus groups and served as members on the SCEPT team
Secondary Schools: Students from each identified subgroup	N/A

## Stakeholder Involvement

### Stakeholder Involvement

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)				
		11/2/20	11/3/20	11/4/20	11/5/20	Electronic Signature
Patrick Cullinan	Principal	X	X	X	X	Patrick Cullinan
Katie Daniels	Assistant Principal	X	X	X	X	Katie Daniels
Shawnta Woodard	Parent	X		X	X	Shawnta Woodard
Jamie Riddoch	Teacher	X	X	X	X	Jamie Riddoch
Jerry Carroll	Teacher	X	X	X	X	Jerry Carroll
Connie McFarland	Parent			X		Connie McFarland
Kate Barbati	Teacher	X	X	X	X	Kate Barbati
Jillian Orlowski	Teacher	X	X	X	X	Jillian Orlowski
Martin Skierczynski	Teacher	X	X	X	X	Martin Skierczynski
Kathy Lambert	Teacher	X	X	X	X	Kathy Lambert
Alex Baker	Teacher	X	X	X	X	Alex Baker
Candice Schneegold	Teacher	X	X	X	X	Candice Schneegold
Melissa Goc	School Counselor	X	X	X	X	Melissa Goc

## 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.

☒ **XX – State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	<b>Instructional Coaching</b>
<b>SCEP Goal(s) this strategy will support</b>	By June 2021, 61% of students will reach a Student Growth Percentile of 50(SGP) on the STAR Reading Growth Report.

☐ **Clearinghouse-Identified**

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

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

## Evidence-based Intervention

	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	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.

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

## ELA Goal

### Goal

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All Students	In previous administration of the STAR for 18-19 school year, 48% of students reached a student growth percentile of 50 on the STAR Reading Growth Report.	By June of 2021, 61% of students will reach a Student Growth Percentile (SGP) of 50 on the STAR Reading Growth Report.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?
The curriculum (NYS Modules) was not followed with fidelity.
There was a lack of reading and writing intervention. (No consistent AIS model/program)
There was no consistent K-8 Reading/Writing program.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>• Teachers will receive monthly training from the Teachers College Consultant on how to implement a consistent Tier 1 curriculum using Lucy Calkins Units of Study in Reading, Writing and Phonics.</li> <li>• Teachers will collaborate weekly with the Instructional Literacy Coach on the implementation of Writer’s and Reader’s Workshop.</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>• All teachers will Implement a K-8 Writer’s and Reader’s Workshop Model according to the outlined Units of Study pacing guide</li> </ul>



ELA Goal

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>School Leaders will implement Monthly Administrative Walkthroughs and provide targeted direct feedback for instruction and pacing.</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>Students will be administered the Star Reading Assessment every ten weeks to measure individual growth and progression towards grade level                             <ul style="list-style-type: none"> <li>January 11-22, 2021</li> <li>March 15-26, 2021</li> <li>May 17-28, 2021</li> </ul> </li> </ul>
11/18/20	6/25/20	<ul style="list-style-type: none"> <li>Teachers will receive ongoing training on the use of a district wide data protocol and use for each data meeting</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>After each administration of the Star Assessment, Grade Level Teams will hold grade level data meetings, with representation from the Specials teachers and PPS staff, to analyze data using STAR Benchmark Data using the Data protocol.</li> <li>Meetings will be held on                             <ul style="list-style-type: none"> <li>January 27, 2021</li> <li>March 31, 2021</li> <li>June 2, 2021</li> </ul> </li> <li>Teachers will review the results of the last STAR Math Assessment to identify student ELA growth by using the following guidelines:                             <ul style="list-style-type: none"> <li>➤ Identify any previously taught standard with less than 79% mastery for the class as noted on the <i>STAR State Standards Mastery Report</i> will be retaught during whole group instruction.</li> <li>➤ Review the standards that the class as a whole are still developing to create lesson plans to reteach.</li> </ul> </li> <li>Identify the students with less than 59% mastery of a standard(s) taught in previous instructional periods as shown in the <i>STAR State Standards Mastery Report</i>.                             <ul style="list-style-type: none"> <li>➤ Teachers will identify any student that was in the beginning stages of mastery of previously taught standards following the previous unit AND the most recent unit. These students will be prioritized for small group instruction during the upcoming weeks.</li> <li>➤ Review the lesson plans for the next three to five weeks to make sure there are opportunities for the teacher to organize strategy groups during small group reading instruction.</li> </ul> </li> <li>Identify students with low growth at <b>any proficiency level</b> as noted on the STAR Growth Report may require individual reading conferences, or specific AIS services.                             <ul style="list-style-type: none"> <li>➤ Identify specific reasons why individual students are low</li> </ul> </li> </ul>

## ELA Goal

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
		<i>growth and brainstorm strategies to increase success.</i>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>The school's Project Positive Committee will to determine ways to celebrate and incentivize student growth on the assessment every ten weeks.</li> <li>Students will be recognized through online classrooms, newsletters and Class Dojo.</li> </ul>
1/4/21	6/25/21	Teachers will convene small strategy groups or conduct individual reading conferences to reteach standards and teach key skills that are at the beginning stages of mastery as noted on The <i>STAR State Standards Mastery Report</i> .
1/4/21	6/25/21	Teachers will collect data through progress monitoring from reading conferences and small group instruction, reorganize groups and on focus in key skills that are needed for grade level progression.

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
Evidence of Success	When the school would expect to reach this
51% of students tested will have attained the 50 <sup>th</sup> percentile SGP on the STAR Growth Report.	March 2021

### Summer Implementation (optional)

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

## Math Goal

### Goal

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All students	In previous administration of the STAR for 18-19 school year, 31% of students reached a student growth percentile of 50 on the STAR Reading Growth Report.	By June of 2021, 45% of students will reach a Student Growth Percentile (SGP) of 50 on the STAR Reading Growth Report.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?
While teachers have been conducting common math assessments and collecting data, very little is done with this information.
The Math curriculum has not been implemented with fidelity in grades K-8. Teachers have been allowed to choose the programs that they use in spite of district initiatives.
Many students are coming into the middle school with skill gaps that place them several grade levels below where they should be. There has been limited AIS provided in the past and it was not consistent.

## Math Goal

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>All teachers of Math will implement Illustrative Mathematics curriculum grades 5-8 according to the pacing guide.</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>All math teachers will attend weekly professional development on Illustrative Mathematics will be delivered to teachers by outside consultants.</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>School Leaders will Implement Monthly Admin Walk Throughs and provide targeted direct feedback for instruction and pacing.</li> </ul>
1/4/20	6/25/20	<ul style="list-style-type: none"> <li>The STAR Math Assessment will be administered to students and data collected and analyzed STAR every ten weeks to measure individual growth and progression towards grade level standards                             <ul style="list-style-type: none"> <li>January 11-22,2021</li> <li>March 15-26. 2021</li> <li>May 17-28, 2021</li> </ul> </li> </ul>
11/18/20	6/25/21	<ul style="list-style-type: none"> <li>Teachers will receive training on the use of a district wide data protocol.</li> </ul>
11/1/20	6/25/21	<ul style="list-style-type: none"> <li>After each administration of the Star Assessment, Grade Level Teams will hold grade level data meetings, with representation from the Specials teachers and PPS staff, to analyze data using STAR Benchmark Data using the Data protocol.</li> <li>Meetings will be held on:                             <ul style="list-style-type: none"> <li>January 27, 2021</li> <li>March 31, 2021</li> <li>June 2, 2021</li> </ul> </li> <li>Teachers will review the results of the last STAR Math Assessment to identify student ELA growth by using the following guidelines:                             <ul style="list-style-type: none"> <li>➤ Identify any previously taught standard with less than 79% mastery for the class as noted on the <i>STAR State Standards Mastery Report</i> will be retaught during whole group instruction.</li> <li>➤ <i>Review the standards that the class as a whole are still developing to create lesson plans to reteach.</i></li> </ul> </li> <li>Identify the students with less than 59% mastery of a standard(s) taught in previous instructional periods as shown in the <i>STAR State Standards Mastery Report</i>.</li> </ul>

## Math Goal

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
		<ul style="list-style-type: none"> <li>➤ Teachers will identify any student that was in the beginning stages of mastery of previously taught standards following the previous unit AND the most recent unit. These students will be prioritized for small group instruction during the upcoming weeks.</li> <li>➤ Review the lesson plans for the next three to five weeks to make sure there are opportunities for the teacher to organize strategy groups during small group reading instruction.</li> <li>● Identify students with low growth at <b>any proficiency level</b> as noted on the STAR Growth Report may require individual reading conferences, or specific AIS services.</li> <li>➤ Identify specific reasons why individual students are low growth and brainstorm strategies to increase success.</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>● The School's Project Positive Committee will determine ways to celebrate and incentivize student growth on the assessment every ten weeks.</li> <li>● Students will be recognized through online classrooms, newsletters and Class Dojo.</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>● Teachers will convene small strategy groups or conduct individual math conferences to reteach standards and teach key skills that are at the beginning stages of mastery as noted on The <i>STAR State Standards Mastery Report</i>.</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>● Teachers will collect data through progress monitoring from math conferences and small group instruction, reorganize groups and on focus in key skills that are needed for grade level progression.</li> </ul>

## Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
Evidence of Success	When the school would expect to reach this
35% of students tested will have attained the 50 <sup>th</sup> percentile SGP on the STAR Growth Report.	March 2021

## Math Goal

### Summer Implementation (optional)

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

## Survey Goal

### Survey Goal - Teacher Survey

#### Goal

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

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Teacher Survey	In school, students meet behavioral expectations.	Improve students' behavioral expectations to increase teacher "agree/strongly agree" responses from 38.3% to 80%.	2020 September Teacher Survey  Teachers Agree/Strongly Agree - 38.3%

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the survey results it received in 2020?
<ul style="list-style-type: none"> <li>• Implementation of inconsistent student consequences.</li> <li>• No communication of student consequences to teachers / staff who submitted the student discipline referrals.</li> <li>• Inconsistent implementation of strategies for repairing the harm with associated stakeholders.</li> <li>• Large and unstructured settings that posed behavioral concerns.</li> </ul>

#### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>• The school will increase staff presence by: <ul style="list-style-type: none"> <li>➢ Creating a schedule of posts for key staff to monitor areas where there may be large groups of student congregating</li> <li>➢ Requiring every teacher is standing at their door during passing time and greet students as they enter the classroom.</li> </ul> </li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>• The Counseling staff will create a schedule to push into virtual and in person classrooms, twice a week, to identify students that need social and emotional support.</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>• Positive behaviors of students will be recognized weekly via "Way to Go" nominations for positive behaviors in the classroom, hallways, and on the bus through morning announcements and school-wide Class Dojo platform.</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>• Administration will communicate outcomes of referrals to relevant stakeholders after restorative practices have been instituted in order to repair the harm based on student behavior(s) via emails, phone calls, or note to teachers.</li> </ul>

## Survey Goal

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>Teachers will reach out to families via phone, email, class dojo or snail mail to praise positive behavior, effort and hard work by Instituting "Three for Me" 3 positive home contacts for every 1 negative or 3 positives from each teacher.</li> <li>School wide Post cards will be made for teachers to mail home to highlight positive behavior of students. Teachers can send the cards home through the school mail (postage will be provided).</li> </ul>
1/4/21	6/25/21	<ul style="list-style-type: none"> <li>School leaders will Revisit 5B expectations monthly via morning midway announcements.</li> <li>Students who exhibit positive behavior will be recognized on Morning Midway and their photos will be posted on the grade level bulletin(s).</li> </ul>

## Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
Evidence of Success	When the school would expect to reach this
Results from the Google form with 10 target questions on how students following the 5Bs will yield 75% of teachers agreeing that student are following behavioral expectations	March 2021

## Summer Implementation (optional)

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



## School-Selected Goal - Parent Survey

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

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

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

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

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

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parent Survey	Staff members seek my input on how best to meet my child’s needs.	Improve parent interaction / communication between school, district, and community to increase parent “agree” responses from 41.67% to at least 60%.	2020 September Parent Survey  Parents Agree: 41.67%

## Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
Some parents' experiences with school are negative based on past communications.	No
No bridges are built with parents that show support for families in the communities.	No
Lack of development in communication skills with parents/guardians	No

## Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
01/04/21	06/25/21	<ul style="list-style-type: none"> <li>The school will create five surveys for parents and garner their input about how to meet the needs of their children. The surveys will be used at different points throughout the year.</li> </ul>
01/04/21	01/29/21	<ul style="list-style-type: none"> <li>The school will research professional resources and/or motivational speakers that can be used to provide professional development for faculty/staff on how to communicate with parents to develop relationships and conference with parents.</li> </ul>
02/1/21	2/28/21	<ul style="list-style-type: none"> <li>Professional Development will be offered to teachers to learn strategies to communicate with parents to build relationships.</li> </ul>
1/4/21	1/8/21	<ul style="list-style-type: none"> <li>Administer Survey #1 to parent asking parents how the school can best meet the needs of their child.</li> <li>The survey will be administered through Google classroom or Dojo. Surveys will also be made available through in school functions while they are on campus (i.e. meal pickup).</li> <li>The school will offer a raffles for all parents who complete the survey.</li> </ul>
1/4/21	1/8/21	<ul style="list-style-type: none"> <li>The school will create a committee to help plan parental involvement events. The committee will be responsible for advertising, fundraising and coordinating our virtual and live events. The committee will be comprised of teachers, students, parents and PTA.</li> <li>Offer incentives to teachers to participate by providing coupons for early dismissal.</li> </ul>
1/18/21	1/22/21	<ul style="list-style-type: none"> <li>Plan and offer a Virtual Bingo Night for CCSD Middle Families.</li> <li>Multiple prizes will be offered to families for single row and full square, etc.</li> <li>Administer survey #2 and have parents complete the survey to enter the contest and be eligible for the prizes.</li> </ul>
2/1/21	2/26/21	<ul style="list-style-type: none"> <li>Plan and offer a Virtual Trivia Night for CCSD Middle Families</li> <li>Multiple prizes will be offered to families for single row and full square, etc.</li> <li>Administer survey #3 and have parents complete the survey in order to enter the contest and be eligible for the prizes.</li> <li>For the trivia night, teachers will be asked to pre-record questions based on their content or curriculum using Midway Studio.</li> </ul>

### ELP or School-Selected Goal

		<ul style="list-style-type: none"> <li>Teachers will be asked to volunteer as the MC of Trivia Night. We will use Kahoot or some other platform to allow participants to answer questions.</li> <li>The school will offer prizes for top winners.</li> </ul>
3/1/21	3/31/21	<ul style="list-style-type: none"> <li>Plan and offer a Bowling Night - By Grade Level</li> <li>Parents must complete the survey # 4 in order to receive lane number and tickets for shoes for the bowlers)</li> <li>Parents and students will bowl one games with their children.</li> <li>Staff and administrators will bowl with the families.</li> <li>Drawings will be held for food or drinks in between games for families that completed the surveys.</li> <li>There will be Strike contests between games (intermission) for additional prizes.</li> </ul>
4/15/21	4/30/21	<ul style="list-style-type: none"> <li>Administer the Final Survey #5 and compare responses to initial survey and analyze data.</li> <li>Provide incentives to parents to fill out the survey.</li> </ul>

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
Evidence of Success	When the school would expect to reach this
More community events scheduled and more positive experiences for families.  This will be measured by the data collected from Survey 1 and Survey 2.	March 2021

### Summer Implementation (optional)

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

ELP or School-Selected Goal

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

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## School-Selected Goal – Teacher Survey

### Goal

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

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

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

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

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

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Teacher Survey	"My principal/administrator provides meaningful feedback about my instructional practices."	On the June 2021 teacher survey, at least 70% of teachers will agree with the statements, "My principal/administrator provides meaningful feedback about my instructional practices" and "My principal/administrator observes my instructional practices."	2020 September Teacher Survey  1. Teacher Agree - 48%

## Submission Assurances and Instructions

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
<ul style="list-style-type: none"> <li>Information collected from stakeholders indicate that outside of APPR evaluations, there is no clear process or expectations for school leaders to conduct classroom walkthroughs and feedback on a regular basis.</li> <li>Information collected in the needs assessment indicate that there is not a clear process or expectations for sharing school performance data on a regular a basis to measure progress and make needed adjustments.</li> </ul>	No

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
1-4-21	6-30-21	<ul style="list-style-type: none"> <li>Principals and assistant principals will develop their 10 minute walkthrough monthly calendar ensuring that each teacher is visited 2-4 times a month</li> <li>Principals and assistant principals will conduct some walkthroughs together to norm expectations and feedback</li> <li>Principals will analyze walkthrough data and determine trends and school needs</li> <li>School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled</li> <li>Teachers will receive actionable feedback within two days of being visited</li> </ul>
1-4-21	6-30-21	<ul style="list-style-type: none"> <li>Teachers will be surveyed regarding their perceptions of the usefulness of feedback they received (Monthly)</li> <li>School leaders will analyze the results of the teacher survey to determine areas where feedback could be improved</li> <li>Share data with staff on a monthly basis</li> </ul>
1-4-21	6-30-21	<ul style="list-style-type: none"> <li>Principal will meet monthly with Superintendent and district staff to report on school data priorities and goals</li> <li>School leaders will submit copies of October feedback forms to district leaders for review</li> <li>District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved</li> <li>District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers</li> </ul>

## Submission Assurances and Instructions

1-4-21	6-30-21	<ul style="list-style-type: none"> <li>School leaders will provide follow-up training based on trends identified through their review of feedback provided in January - June</li> </ul>

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
The school should see positive results from 65% of teacher on the monthly feedback surveys.	March 2021
The school should see instructional practices aligned in all classrooms	March 2021

### Summer Implementation (optional)

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

### Submission Assurances

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

- ☐XX 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.

## Submission Assurances and Instructions

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

## Submission Instructions

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

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