New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21 Modified
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
East Syracuse Minoa Central School District	Pine Grove Middle School	Ashleigh Wilson	6-8

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

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
Black Students	1	2	1	(insufficient scores for a result)	1	4

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
12/9/2020	x				
12/14/2020	x	x			
12/16/2020		x	x	x	
12/21/2020		x		x	
1/4/2021		x		x	x

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	Breakout room discussions, Interviews, Surveys, representatives on SCEP Team
Parents with children from each identified subgroup	Breakout room discussions,Interviews, Surveys, representatives on SCEP Team
Secondary Schools: Students from each identified subgroup	Breakout room discussions, Interviews, Surveys, representatives on SCEP Team

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)*						
		12/9	12/14	12/16	12/21	1/4		
Ashleigh Wilson	Principal + Parent	x	x	x	x	x		
Shelly LaMarche	Associate Principal + Parent	x	x	x	x	x		
Nicole Petranchuk	Assistant Principal	x	x	x	x	x		
LaShaun Benjamin	Parent	x			x			
Erin Pease	Parent	x	x	x				
Jennifer Sanchez	Parent	x	x	x	x	x		
Rebecca Loy	Special Ed Teacher	x	x	x	x	x		
Hannah Van Dam	Science Teacher	x	x	x	x	x		
Patty Perry	Literacy Support Teacher	x	x	x	x	x		
Lisa DiCosimo	6th grade teacher	x		x	x			
Mary Mancini	Math Teacher	x	x	x	x	x		
Jennifer Piraino	Spanish Teacher	x	x	x	x	x		
Carly Griffin	School Psychologist	x	x	x		x		
Sue Sobon	6th Grade Teacher	x	x	x	x	x		
Emma Wilson-Hefti	Student	x	x	x	x	x		
Jaelyn Jordan	Student	x		x	x	x		
Thomas Gallery	Student	x	x		x	x		
Amit Iyer	Student				x	x		

Evidence-Based Intervention

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

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

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

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

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

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

X **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	ELA and Math Goals

Strategy Identified	Restorative Justice
SCEP Goal(s) this strategy will support	School-Selected Goal #1 and #2 (Discipline/Behavior/SEL)

☐ **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	

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
Ex. ALL	*2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level*	*76% on-grade level*
ALL	Fall 2020 screening i-Ready Assessment: 38% of students on or above grade level on iReady diagnostic.	Spring 2021 i-Ready Assessment: 55% of students at or above grade level on iReady Diagnostic.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?
The level of rigor is sometimes beyond what they are used to in daily instruction. This may be due to the lack of language, face-to-face communication, academic vocabulary, and background knowledge.
Inconsistent training has been offered to teachers in a variety of areas and programs, including how students learn to read (science of reading, intervention programs, etc.).
Motivation and accountability are impacted by things such as distractions (technology), unsure of what interests students, lacking basic skills to decode the words.
Writing is not explicitly taught and strategies to use in all content areas not consistent. Students need more time to learn to develop quality sentences, inclusive of basic spelling and encoding skills.

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**
January 25	January 29	Communicate iReady screening information with parents and explain the importance of the iReady Screener, its purpose, its use. Include this message in At a Glance, Messengers, Remind. Help parents understand how it benefits the children through a districtwide message.
January 25	January 29	Engage students with the importance of screening through thoroughly explaining the importance of the screener so they know what to expect.
February 8	May	The literacy team will look at specific standards and select key instructional strategies (one per month -cite evidence, summarize, main

		idea, inferencing) and focus on this in all content areas. Instructional strategies will be shared and differentiated organizers to support strategies to cite evidence.
March 1	March 5	Teachers will administer a standards mastery progress monitor assessment to monitor this standard of citing evidence. Data will be reviewed in teams.
February 22	April 30	Strengthen writing in all content areas through providing professional learning with the implementation of a book study using *The Writing Revolution*.
January	June	Continue to utilize PLC/collaborative teams/departments to identify what we want students to know, specifically breaking down and understanding essential standards, learning progressions, student friendly learning targets.
		Evaluate literacy training needs and develop a plan for people to receive training in various programs as needed (i.e. REWARDS, LETRS, HD Word, Wilson,etc.) to best understand the science behind learning to read and provide support to those students who do not have the basic reading skills needed. Determine baseline information on what training in literacy people have (i.e. Special Education, ELA teachers) and create a spreadsheet with people who may wish to turnkey and what training is needed.
March	April	Engage teams with time to develop curriculum and explore instructional resources to support literacy instruction in a systematic way to provide equitable and consistent resources vertically. During this time, explore the rigor and vocabulary within the tools to determine alignment.
May	June	Develop common formative assessments in ELA for all grade levels through the PLC process, in both reading and writing.

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
Parent Messages related to iReady administration	January
Book Club Plan for *The Writing Revolution*	February
Formative Assessments	May
Documentation of essential standards and learning progression (department spreadsheets)	May

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
Ex. ALL	*2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level*	*76% on-grade level*
ALL	Fall 2020 screening i-Ready Assessment: 21% of students on or above grade level on the iReady diagnostic. *Note: Grade 8 students taking Algebra did not take this assessment and are not included.*	Spring 2021 (May) i-Ready Assessment: 50% of students at or above grade level on iReady diagnostic.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?
Students tend to be unsure of the type of questioning and the level of rigor, including academic vocabulary, on state assessments and the i-Ready screener.   The theory is that there is not sufficient exposure to this level in daily instruction. This is, perhaps, due to the lack of coherent instructional materials and embedded assessments with this level of rigor, along with vertical alignment to K-5 and 9-12 for core and intervention curriculum materials.
Student motivation and accountability is also a hypothesis. This may be due to the culture of how much the assessments are valued, along with understanding the content or expectations of the assessments (computerized , adaptive, etc). With no real accountability (no consequence, not counting toward grade) they are not valued by many stakeholders. Additionally, not all students are assessed for varying reasons, so academic performance is not accurately representing the entire student population.

Action Plan

Start	End	Action
What will the school do for the remainder of the school year to address **the root causes** identified above? (*add additional rows as needed*)		
January 25	January 29	Communicate iReady screening information with parents and explain the importance of the iReady Screener, its purpose, its use. Include this message in At a Glance, Messengers, Remind. Use a districtwide message to help parents understand how it benefits the children
January 25	January 29	Ensure that students understand the importance of screening, through thoroughly explaining the purpose of the screener, how it adapts, etc., so they know what to expect.
February 22	February 26	Share and support students' understanding of their personal data so they may reflect on their own scores/growth. Provide certificates for students in math (as is done in ELA already)
February 1	February 15	Explore ways to embed breaks and motivation for students during the iReady assessment so that students can perform the best they can. Perhaps the use of incentives (i.e treat) to motivate them to continue. Consider the scheduling so that they are not taking them in back to back classes.
March 1	March 5	Provide professional learning to the math department to build capacity with understanding the available reports and data.
March 1	March 12	Schedule time with department PLC to examine math iReady data and explore the reports. As a department, the diagnostic reports will be analyzed to identify student strengths and needs.
March 1	March 12	Additional professional learning provided to teach teams how to review data, modify instruction, adjust scope and sequencing to target instructional needs. Model a collaborative team / PLC meeting.
After each assessment February	June	Departments will schedule time to review common benchmark assessments through collaborative teams / professional learning communities.
March 1	March 12	Administrative team and math department will examine the reporting features (i.e. Family report) that can be shared with parents and what is most appropriate to communicate about their child's progress.
March 15	March 26	Identify criteria for math instructional materials for core and for intervention. Use this identification to determine aligned instructional resources.
April 5	April 30	Provide math teams with time to explore instructional resources to support math instruction in a systematic way, to provide equitable and consistent resources to all students for core and intervention. During this time, explore the rigor and vocabulary within the tools to determine alignment to assessments.
May 3	May 7	Select math materials and their use at various tiers

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
Parent Messages related to diagnostic administration	January
Department meetings scheduled for assessment review	February
Professional learning in PLCs for staff	March
Developed list of criteria for instructional materials	April
Instructional Resources List	May

Survey Goal

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
Teachers	How often do you communicate curriculum and learning targets with families?	In Spring 2021 survey, teachers will respond with **100% favorable responses** (almost all the time or frequently)	**32% favorable responses** 3% almost all the time 29% Frequently 37% sometimes 21% Once in a while 10% almost never

Root Causes

What **theories or hypotheses** does the school have as to why the school received the survey results it received in 2020?
We did not have a consistent or reliable format for communicating learning targets to families. Communication about curriculum typically happens during open house night and through syllabi, and is not communicated regularly throughout the school year.
The term "Learning Target" not used prior to this year, nor a clear nor shared definition
Typically communication home is focused on needs-based for academic and behavioral problems vs academics in general. Curriculum information is shared and communicated regularly to students but not explicitly and/or regularly to parents

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**
January	June	Staff will share Week at a Glance document with families weekly via Remind by Monday morning, to include learning targets.
January 11	January 15	Create single place for parents to find Remind codes on the PG website
January 25	January 25	Provide PD to teams about Google Classroom Guardian Summaries. Utilize instructional technology specialists to support this during the January faculty meeting.
January 25	January 29	Share information with teams on how to teach students how to set notifications, comments so that they can get the important information in Google Classrooms.
February 1	February 12	Week at a glance revisit/evaluation at the end of the first semester, to solicit feedback about this communication tool
June 1	June 18	Provide PD on syllabi, what is non-negotiable, exemplars, to prepare for 21-22 syllabus to work on with departmental teams to develop/update syllabus for each course

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
Week at a glance is shared weekly	January
Space on website for Remind Codes	February
PD for staff on Google classroom notifications (Guardian)	February
Feedback related to week-at-a-glance	February

School-Selected

Behavior/ Restorative Justice

Goal

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.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
Ex. ALL	*2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level*	*76% on-grade level*
Black/ African American students	2019-20 School Tool Referral Data for discipline referrals for Black/African American students averaged 19% (compared to their representation of 6% of the school population)	Discipline referrals for Black/African American students reduced to 13%

Root Causes

What **theories or hypotheses** 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?)
Cultural understandings and perceptions of disrespect from students vary, perhaps due to lack of staff diversity and understanding of diverse students and varied ways to communicate (cultural differences). Lack of awareness of implicit biases.	No

There has been a lack of professional learning for staff and students to expand their understanding of cultural awareness and implicit biases.	No
Use of the discipline referral form has historically been used as a way to document the need for additional support (special education) , rather than for "discipline:," so this data may not be accurately represented. Also, is this representative of a subgroup population or of just a few students?	No
Trends in referrals suggest that students new to the school have a greater rate of referrals. Transfer students may not have sufficient teaching expectations in a new school through the PBIS framework and have not had sufficient time to develop relationships and connections through shared experiences with staff.	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**
January 4	January 8	Review PBIS expectations with all students following holiday break (boosters)
January 25	January 29	Communicate with staff the other ways to document in order to have a "paper trail" when preparing to bring a student for additional support services, other than using discipline referrals so that discipline data is accurately represented in SchoolTool
January 11	January 18	Reach out and consult with agencies or consultants to help build our capacity in cultural awareness, implicit biases. Development of a needs assessment to focus efforts in the building for students and staff.
January 12	January 12	PBIS committee work to strengthen Tier 2 interventions, quarterly check-ins on data specific to this goal on behavior referrals
January 26	March 30	PBIS committee will develop welcoming protocols for new students when they join Pine Grove so that they may train new students on the PBIS matrix, through perhaps transition meetings with counselor, administrators. Develop formal protocols for new entrants.
March 1or10	March 26	Cultural awareness/restorative justice to address bias/ diversity training in different areas to help raise awareness of staff and reflect on our own biases.
March 1	March 26	Student training on cultural awareness/diversity/biases, along with support coaching sessions to target needs identified in the needs assessment.
April 5	April 30	Follow-up Small group work with students based on needs from the needs assessment

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**
PBIS analysis of discipline data to monitor growth (reduction to 15%)	February
Implementation of Training from Good Life Foundation	April

School-Selected Goal

Professional Learning related to SEL and its connection to Cultural Competencies

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.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
Ex. ALL	*2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level*	*76% on-grade level*
Teachers	20% of teachers responded favorably to professional learning about SEL	50% of teachers respond favorably to professional learning about SEL

Root Causes

What **theories or hypotheses** 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?)
A lack of professional development offerings on SEL and cultural competencies, given the focus on literacy, data and technology. Cultural sensitivity is inclusive of Social Emotional Learning	No
An overall lack of comfort with the subject of SEL and cultural sensitivity, which may cause anxiety, discomfort, due to lack of education on the topic (which may also cause avoidance)	No
Lack of experiences may cause teachers to be uncomfortable with SEL strategies for fear of doing it wrong, due to lack of extensive training.	No
A lack of interest or awareness may exist due to not seeing the connection or need, with a lack of diversity and the complexity of this takes significant time.	No
Our own cultural biases impact our understanding of the impacts on SEL	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**
January 26	June 15	PG Assistant Principal will attend BOCES Culturally Responsive/Relevant Education (CRE) Leadership 6 sessions and will share important/impactful information shared to become a more culturally responsive and relevant learning community
February 1	February 5	Gather background information on what cultures are represented at Pine Grove so that we are aware of the diversity in our school. Gather data from students about their culture and background and what culture means to them via survey. Develop a collective definition of culture for Pine Grove. Define the construct of "cultural diversity" so that we all use the same language (students and adults). Identify what makes up culture (beyond race/ethnicity).
February 8	March 26	Uses videos and/or slide show/visuals to raise awareness of different cultures (i.e. perhaps during lunch, google classrooms, lobby, perhaps through Student Council and Culture club.
March 10	April 30	Professional learning on cultural competencies, using resources from Coordinator for Youth Developmentand Good Life Foundation. Expand understanding of mental health through the use of counselors to share cultural connections and their relevance to mental health and how backgrounds impact perspective on mental health .
February	April	Provide articles/professional learning (i.e.short articles, NYS Culturally Responsive-Sustaining Framework) to collaborative teams, to begin to understand cultural competencies and SEL, and the relevance to the subject area that they teach.
April	May	Utilize resources to help support the language and terms to be used (ie. *This Book is Antiracist*. Create a structure for teams to engage in

		collaborative conversations to begin to have more of these "uncomfortable" conversations. Allow for small group discussions/PL to encourage more engagement .
May 3	May 14	Develop and include more targeted questions in the Panorama Survey to all families from all ethnic backgrounds to capture some information from individual perspectives.

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.

- For schools developing a Chronic Absenteeism goal, the Spring Benchmark should align to the end of the 3rd marking period and should represent the percent of students that have missed more than 10% of instructional days at that point. The spring benchmark would need to be equal to or below the school's end-of-year Chronic Absenteeism goal. For example, if a school had a goal of not exceeding 18% Chronically Absent, and it had 20% of its students as Chronically Absent at the end of the 3rd quarter, the school would be off track. In this example, the school would need to have its goal be less than or equal to 18% chronically absent at the end of the 3rd marking quarter.

- For school-selected goals, 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
Student survey administered to gather data on races/ethnicities represented at PG, along with collective definition of cultural diversity	February
Visuals to display or share with students	March
Professional Learning and resources gathered to share as a school and in teams, related to SEL and cultural competencies	February
Professional learning from CRE leadership sessions attended shared	March/April

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 investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.

3. x   The SCEP will be implemented no later than the first day of student attendance in January 2021.

4. x   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).