



2020-21 Modified School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Newburgh Enlarged City School District	Heritage Middle School	Lynnette Brunger	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/African American	Level 1	Level 1	Level 1	na	Level 2	Level 1
Economically Disadvantaged	Level 1	Level 1	Level 1	Level 2	Level 2	Level 1
Hispanic	Level 2	Level 1	Level 1	Level 2	Level 2	Level 1
Students with Disabilities	Level 1	Level 2	Level 1	Level 1	Level 1	Level 1

Stakeholder Participation

Background

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

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

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes, 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
10.2.20	X		X		
10.8.20	X				
10.13.20	X	X			
10.20.20	X	X			
10.27.20	X	X			
11.3.20	X	X			
11.12.20	X	X			
11.17.20	X	X			
12.3.20				X	

Stakeholder Participation

12.8.20		X		X	
12.15.20		X		X	
12.22.20					X

TSI School Stakeholder Involvement

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	All teachers on the team are involved with each of the listed subgroups.
Parents with children from each identified subgroup	No parents could be included due to the virtual setting. A small parent group will be convened in January, if possible, to review the plan and provide input.
Secondary Schools: Students from each identified subgroup	No students could be included due to the virtual setting. A small parent group will be convened in January, if possible, to review the plan and provide input.

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)											
		10/2	10/8	10/13	10/20	10/27	11/3	11/12	11/19	12/3	12/8	12/15	12/22
Lynnette Brunger	Principal	x	x	x	x	x	x	x	x	x	x	x	x
Jessica Layne	Assistant Principal	x	x	x	x	x	x	x	x	x	x	x	
Shaneequa Cameron	Assistant Principal		x		x	x	x	x	x	x	x	x	
Carlos Santiago	Assistant Principal	x	x	x	x	x	x	x	x	x	x	x	
Chris Fiorentino	Math Director			x		x	x	x	x	x	x	x	
Bonnie Bradley-Juaréz	teacher			x	x	x	x	x	x	x	x	x	
Michael Grammer	teacher		x		x	x	x	x		x	x	x	
Jennifer Laudiero	teacher		x	x	x	x	x	x		x	x	x	
Lauren Noriega	teacher		x		x	x	x	x	x	x	x	x	
Zeeba Pavri	teacher		x	x	x	x	x	x	x	x	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.

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	Grade Level and Content Area teachers will develop self-directed PLC teams that guide continuous improvement for all learners as evidenced by targeting specific skills & strategies during the AIS/ENR period and increasing students performance 5% by June 2021.

Clearinghouse-Identified

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

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

Evidence-based Intervention

<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<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.

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
Grade 6 All Students	On or Above Grade Level: 30% One Grade level below: 26% Two or more grade levels below: 44%	On or Above Grade Level: 35% One Grade level below: 26% Two or more grade levels below: 39%
Grade 7 All Students	On or Above Grade Level: 34% One Grade level below: 20% Two or more grade levels below: 46 %	On or Above Grade Level: 39% One Grade level below: 20% Two or more grade levels below: 41%
Grade 8 All Students	On or Above Grade Level: 37% One Grade level below: 21% Two or more grade levels below: 42%	On or Above Grade Level: 42% One Grade level below: 21% Two or more grade levels below: 37%

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
RC1: 25-32% of students at each grade level are reading below grade level.
RC2: We lack a program/resources to address the needs of students who are at-risk and in the yellow or red for reading ability.
RC3: Heritage has had an increase of ENL students without additional human resources to meet the needs of these incoming students.
RC4: Middle level content area teachers have a mindset that reading is not their job to “teach” or incorporate into the content area instruction.
RC5: from lower socio-economic levels have a limited exposure to academic & content vocabulary.
RC6: We lack a culture of literacy in and out of the school with little time allotted for independent reading & conferencing with students at each grade level.

ELA Goal

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	<p>Implementation of the ARC reading program will begin with weekly meetings with building administration and monthly training with an ARC consultant for ELA, Reading, AIS and ENL faculty/staff.</p> <ul style="list-style-type: none"> ● Students assessed every 14 days or less via conference with teacher and a plan is put in place based on individual test results called “leveling” ● Power goals will be completed for each student ● Teachers will conduct individual conferences with each student <p>RC1 & RC2</p>
January 2021	June 2021	<p>To create a culture of literacy, the school will:</p> <ul style="list-style-type: none"> ● embed independent reading into the school-week schedule (DEAR time) ● Reinforce vocabulary as a building by implementing instructional strategies across all content areas that address content vocabulary (i.e. word walls in gym, Frayer model, Quizlet, labeling of spaces in the building with English & Spanish words) <p>RC1 & RC6</p>
	By January 8, 2021	Building administration will coordinate with the central office to identify Read 180 and System 44 training & resources for teachers and identify students who are at-risk with reading. RC2
January 2021	February 2021	ELA Dept. team AIS/ENR period structured to include “Playlists” to support instructionally. These playlists will be implemented during AIS/ENR period. RC1 & RC3
January 2021	February 2021	Provide additional support/ training to all staff to empower teachers of other content areas to incorporate and reinforce literacy within their courses. RC4 & RC6
January 2021	March 2021	ITF will present at the Jan and Feb Faculty Meetings on developing playlists to support student growth and progress in ENR/AIS. Playlists will be split up to address both our math and ELA needs. RC1 & RC6
January 2021	February 2021	Teachers who require training for System 44 and/or Read 180 will receive it by the end of Feb. 2021. RC2
January 2021	June 2021	Teachers of ARC will conference/meet with students in small groups (based on their independent reading time) during office hours and/or AIS/ENR time. RC1, RC5, RC6
January 2021	June 2021	Continue Building effort started in October working with ENL and World Language faculty to provide additional push-in and stand alone classes for ENL students who did not have this intervention in their schedule. RC3
January 2021	June 2021	Continue supporting ENL students and their families by providing parent info and education events to help parents monitor and track student.

ELA Goal

		progress. Also student events/activities (buddy system) to support them socially and academically. RC5 & RC6

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
75% of Spring walkthrough & lesson plan data will demonstrate evidence of playlists and the building-wide AIS/ENR structured period.	By the week of April 5th
25% of walkthrough & lesson plan data will show required evidence of research-based instructional strategies being used in lessons & instruction.	By the week of April 5th

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
Grade 6 All Students	On or Above Grade Level: 15% One Grade level below: 36% Two or more grade levels below: 48%	On or Above Grade Level: 20% One Grade level below: 36% Two or more grade levels below: 43%
Grade 7 All Students	On or Above Grade Level: 22% One Grade level below: 32% Two or more grade levels below: 47%	On or Above Grade Level: 27% One Grade level below: 32% Two or more grade levels below: 42%
Grade 8 All Students	On or Above Grade Level: 22% One Grade level below: 30% Two or more grade levels below: 48%	On or Above Grade Level: 27% One Grade level below: 30% Two or more grade levels below: 43%
	No current data available	50% of walkthrough and lesson plan data will show evidence of required Algebra and Algebraic Thinking strategies being used.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?
RC1: Many adults are uncomfortable teaching math in ways other than how they learned as K-12 students and/or how they were trained in college.
RC2: Teachers in subject areas other than math lack the support and training to utilize Enrichment and Remediation (EnR) periods with a math focus in ways that would best support student learning.
RC3: Systems and protocols are not fully in place and monitored for how Enrichment and Remediation (EnR) periods are utilized.

Math Goal

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	SLT will present SCEP plan to school staff, including expectations for implementation and monitoring the plan, plan for impeded professional development and support, and expectations of how ENR/AIS periods will be utilized. RC3
January 2021	January 2021	The Director of Math will work with HMS SLT, and HMS math department (Grades 6-8), when possible, to identify target strategies and resources that focus on Algebra and Algebraic Thinking. RC1-2
January 2021	January 2021	Admin will coordinate with the Director of Math to schedule training for teachers on how to best support them with Algebra and Algebraic Thinking strategies and how to incorporate them into the ENR/AIS periods. RC1-2
January 2021	Ongoing through May 2021	Admin, math director and lead teacher for math will identify a time to meet in order to coordinate and determine the level of support the lead teacher will provide for each grade level in implementation of the curriculum & IM.
January 2021	January 29, 2021	SLT will develop and communicate to staff expectations for how ENR/AIS math periods will be structured and how the use of evidence-based strategies are implemented. RC3
January 4-22, 2021	March 2021	ITF will present at the Jan and Feb Faculty Meetings on developing playlists to support student growth and progress in ENR/AIS. Playlists will be split up to address both our math and ELA needs.
January 2021	January 29, 2021	SLT will develop walkthrough and lesson plan review protocol, which will be for data collection purposes only. Staff will be made aware of these expectations at the Feb. Faculty Mtg. RC3
Mid-February 2021	Mid-March 2021	Training and support sessions for teachers take place. RC1-2
Mid-March 2021	June 2021	Walkthroughs and lesson plan reviews will be conducted by admin RC3
April 2021	April 2021	SLT will review data collected from walkthroughs and lesson plan reviews, then create next steps for continued professional development where needed. RC1-3

Math Goal

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
25% of walkthrough and lesson plan data will show evidence of required Algebra and Algebraic Thinking strategies being used.	End of March beginning of April 2021

Survey Goal

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
All Students	I have not seen anyone being threatened or bullied at school.	40% agree or strongly agree.	30% agree or strongly agree.

Root Causes

What theories or hypotheses does the school have as to why the school received the survey results it received in 2020?
1- Students lack the social skills required to navigate through difficult social situations and peer conflicts, resulting in behavior that is often perceived as bullying.
2- While there are some successful conflict resolution strategies used with students (such as Restorative Circles), not all staff are aware of and/or comfortable with implementing conflict resolution strategies, resulting in an uneven approach (or no approach) to dealing with student to student conflict.
3- There is no formalized or uniform approach to teaching social-emotional skills.
4- There is no formalized system in place for communicating the use of and monitoring the expectations of Social Emotional Learning.

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	January 15, 2021	Admin/SLT will create a list of those administrators and staff members who participated in the December 3 rd Restorative Justice Training held through the Newburgh Teachers' Center
January 18, 2021	January 29, 2021	Admin/SLT will develop a plan on how to turnkey Restorative Justice Training to staff, possibly utilizing PLC time to do so as well as PD during Asynchronous Wednesdays
February 2021	June 2021	Provide continuous/ongoing PD to staff on some restorative practices that can be implemented within the classroom. RC2
January 2021	January 29, 2021	Admin/SLT will develop look-fors to be used during walkthroughs and lesson plan reviews related to the utilization of Restorative Practices in the classroom. RC4
	By February 5, 2021	Admin/SLT members will communicate the expectations for the utilization of Restorative Practices in classroom and evidence of practices in lesson plans. RC4
February 2021	June 2021	Administration will do walkthroughs and lesson plan reviews to monitor the use of restorative practices within the classrooms. RC4

Survey Goal

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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
From February through June, evidence will be collected from walkthroughs and lesson plan reviews with the expectation that there be a continued increase of the use of Restorative Justice practices.	On going

ELP or School-Selected

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
ELLs	Reading On or Above Grade Level: 2% One Grade level below: 8% Two or more grade levels below: 90%	Reading On or Above Grade Level: 7% One Grade level below: 8% Two or more grade levels below: 83%
SWDs	Reading On or Above Grade Level: 5% One Grade level below: 6% Two or more grade levels below: 90%	Reading On or Above Grade Level: 10% One Grade level below: 6% Two or more grade levels below: 85%

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?)
1- In regards to this very unique subgroup, there is a lack of awareness of their unique challenges and lack of training on how best to support them.	English Language Proficiency
2- There is no planning time dedicated to discuss the challenges and needs of this specific subgroup.	English Language Proficiency

ELP or School-Selected Goal

Action Plan

What will the school do for the remainder of the school year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	June 2021	On Wednesdays, ENL teachers will join grade level content area teams to create the playlists for the AIS/ENR period incorporating lessons to support the ENL students. RC 2
Feb. 2021	May 2021	Principal will work with Director of Language Acquisition to find PD for faculty/staff on how to best support ELL students & families. RC1
Feb. 1, 2021	June 1, 2021	Google meets will be offered every 5 weeks to families of ELL students to provide Q&A about learning, technology & how to support student from the home. RC 1 & RC2
April 2021	April 2021	ENL teachers will set up spring conferences with ELL families to share progress & areas of growth for selected students and to explain the upcoming NYSESLAT exam & purpose. RC1 & RC2

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
There will be a 5% increase in ELL/SWD students' reading levels as evidenced by ARC conferencing.	April 2021

Chronic Absenteeism or School-Selected Goal

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.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
SWDs	Sept/Oct 2020 – 38.7%	30% or less
ELLs	Sept/Oct 2020 – 39.7%	30% or less

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?)
RC1 - There is no system, program or practice currently in place to help our SWDs and ELLs feel a deeper connection with the school and their education. Therefore, their absenteeism rates have been higher than that of their peers in other subgroups.	no
RC2 – The school does not have a system or practice that has a positive impact on the issues SWDs and ELLs face at home.	no

Chronic Absenteeism or School-Selected Goal

RC3 – Systems and practices currently in place at Heritage do not specifically address the unique social needs and challenges that SWDs and ELLs face,	no
RC4 – The school lacks an effective incentive program which increases the motivation of students to attend school, specifically SWDs and ELLs.	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 2021	January 2021	Create an AdHoc in Infinite Campus to track/monitor attendance for these two sub groups. Student Intervention Team will support and intervene. RC1
January 2021	June 2021	Names of students who have improved weekly attendance will have their name placed in a box for a raffle for prizes (gift cards to local stores). UP to 5 student names pulled each Monday based on attendance for the prior week. <ul style="list-style-type: none"> • How many students • Criteria for rewards • Team to fund-raise for rewards/prizes RC3 & RC4
January 2021	June 2021	Check-in/Check-out - Identify students that have chronic absenteeism and pair them with an adult. That adult checks-in in the morning and checks-out at the end of the day. This can be done through either a phone call or google meet. RC1 & RC3
January 2021	January 2021	Assign a mentor for specific students at risk. Big Brother/Sister. RC1 & RC2
January 2021	June 2021	Buddy system: pair a positive influence, higher performing student with an SWD/ELL. <ul style="list-style-type: none"> • NJHS peer tutoring was established last year • Identify the individual students that would need to be paired up RC1
Feb. 2021	May 2021	Mentoring program or some type of check and connect with these students. Could be with another student or trusted adult at the school. RC1 & RC2
Jan. 2021	June 2021	Create an incentive plan to motivate students to attend school. Weekly rewards such as certificates, restaurant vouchers, have monthly attendance assemblies, invite parents to come to these assemblies to recognize students with perfect attendance (virtually for now) RC2 & RC4
Feb. 2021	June 2021	Create an incentive plan for motivation like PBIS. Create a mentor program to encourage and motivate students. Assign mentors that may have struggled in education and can set a good example.

Chronic Absenteeism or School-Selected Goal

		<ul style="list-style-type: none"> Incentives/rewards RC2 & RC3
Feb. 2021	June 2021	create incentives (extrinsic motivation: movie tickets, gift certs, etc) for students who improve attendance over short term goal: weekly, monthly, quarterly, etc. (Get local places to donate) <ul style="list-style-type: none"> Recognition: certificates RC4

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
Monthly monitoring of chronic absenteeism for the SWDs and ELLs, with the intended target of a chronic absenteeism rate of 30% or below	ongoing

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.

**Due to the challenges caused by the pandemic and convening parents virtually, parents were not consulted during the creation of this SCEP. When feasible, parent input will be gathered and feedback will be taken into consideration as the plan is implemented and modified.*

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).