



2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Central Square CSD	Central Square Middle School	Matthew L. Penrod	6-8

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below.

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
All Students	1	2	3	n/a	3	1

Stakeholder Participation

Background

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

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

Required Steps

There are five distinct steps involved with developing the SCEP:

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

Meeting Dates

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

Accountability Data

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
5/29/20	x	x			
6/8/20	x	x		x	x
6/11/20	x	x	x	x	x

Accountability Data

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)									Signature
			5-29	6-8*	6-11	6-24*					
Matt Penrod	Building Principal		x	x	x						
Jennifer Smolnik	Admin		x	x	x						
Jeff King	Admin		x	x	x						
Concetta Galvan	District Admin		x	x	x						
Laurie Hedges	District Consultant		x	x	x						
Alicia Melvin	Parent		x								
Sarah Lucas	Parent				x						
Lynn Dowler	Teacher, CSTA		x		x						
Pam Winchek	School Counselor		x		x						
Kelly Mascaro	Teacher, Music		x		x						
Jaime Brown	Teacher, Math		x		x						
Lindsay Marshall	Teacher, ELA/ Rdg		x		x						
Sue Hamon	Teaching Assistant		x		x						
Chase Enright	Student		x		x						
Joe Balch	Student										

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	The school will implement three state supported strategies. PLCs will continue as a vehicle for data team meetings and book studies on the gradual release of responsibility . Also, Instructional Coaching will be utilized for the walkthroughs and actionable feedback, particularly around the gradual release of responsibility and differentiation. In addition, teachers will examine alignment of ELA and Math curriculum to Next Generation Standards.
SCEP Goal(s) this strategy will support	English Language Arts, Mathematics

X 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	The school will continue to implement the three tier chronic absenteeism intervention model from Attendance Works.
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Evidence-based Intervention

		https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
SCEP Goal(s) this strategy will support		Chronic Absenteeism
Clearinghouse used and corresponding rating		
<input checked="" type="checkbox"/>	What Works Clearinghouse	
	<input checked="" type="checkbox"/>	Rating: Meets WWC Standards Without Reservations Tier 1: https://ies.ed.gov/ncee/edlabs/regions/midatlantic/as_karel_19.asp
	<input type="checkbox"/>	Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work	
	<input type="checkbox"/>	Rating: Top Tier
	<input type="checkbox"/>	Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development	
	<input type="checkbox"/>	Rating: Model Plus
	<input type="checkbox"/>	Rating: Model
	<input type="checkbox"/>	Rating: Promising

X 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	<ol style="list-style-type: none"> School leaders and staff continue to communicate and model behavioral expectations to all students on a regular basis. School leaders work with staff to improve student-teacher relationships.
SCEP Goal(s) this strategy will support	School identified: <ol style="list-style-type: none"> Improved student behavior Improved student-teacher relationships
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	<ol style="list-style-type: none"> https://www.ericdigests.org/1992-1/school.htm. https://eric.ed.gov/?id=ED350727 https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5279890/

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All students	The school will achieve its 2020-2021 Measure of Interim Progress (MIP) of 74.	The school's 2018-2019 ELA Academic Achievement Index was 72.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
There is a lack of alignment between the taught curriculum and the tested curriculum because the adopted modules have gaps in when compared to the new standards.	All students
Reading data (Star) indicates that a significant population is reading below grade level due to lack of explicit reading instruction.	All students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
July	August	District will conduct a curriculum audit to determine any gaps between adopted curriculum and the NYS Next Generation standards.
August	September	Administration receives professional development on providing actionable feedback to teachers.
September	October	Administrators will review with teachers the criteria for successful instructional planning and delivery, particularly the gradual release of responsibility model, differentiated instruction, and data driven instruction. New teachers will receive training as needed.
September	October	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
September	October	ELA teachers will meet to continue curriculum gap analysis and adjust instruction to fill any gaps.
September	October	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.

ELA Goal

September	October	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
October	November	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
October	November	All reading teachers will be provided professional development which includes LETRS..
October	November	ELA teachers will meet to continue curriculum gap analysis and writing new instructional units to fill any gaps.
October	November	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
October	November	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
November	December	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
November	December	All content areas teachers will be provided with professional development and coaching pertaining to reading in the content area and explicit vocabulary instruction.
November	December	All reading teachers will receive professional development in reading, to include LETRS and implementation of LETRS strategies.
November	December	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
November	December	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
December	January	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
December	January	All content areas teachers will begin to implement strategies for reading in the content area and explicit vocabulary instruction.
December	January	All reading teachers will continue to receive professional development in reading, to include LETRS and implementation of LETRS strategies.
December	January	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
December	January	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

ELA Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.		
Assessment	January 2020 Performance	January 2021 Target
STAR	47% of students achieved 40 percentile or higher on the STAR winter assessment	49% of students achieved 40th percentile or higher on the STAR winter assessment.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January	February	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
January	February	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
January	February	All reading teachers will implement strategies from provided PD, including LETRS.
January	February	ELA teachers will meet to continue curriculum gap analysis and adjust instruction to fill any gaps.
January	February	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
January	February	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
February	March	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
February	March	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
February	March	All reading teachers will continue to implement strategies from PD, including LETRS. Teachers will review student data and learning and share out new practices they have implemented that have been effective in improving student learning.
February	March	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
February	March	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
March	April	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of

ELA Goal

		responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
March	April	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
March	April	All reading teachers will continue to implement strategies from professional development. Teachers will assess implementation of new learning, and make suggestions/ requests for additional professional development.
March	April	ELA teachers will meet to continue curriculum gap analysis and adjust instruction to fill any gaps.
March	April	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
March	April	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
April	May	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
April	May	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
April	May	All reading teachers will continue to implement strategies from provided professional development.
April	May	ELA teachers will meet to continue curriculum gap analysis and adjust instruction to fill any gaps.
April	May	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
April	May	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
May	June	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
May	June	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
May	June	All reading teachers will continue to implement strategies from professional development.
May	June	ELA teachers will meet to continue curriculum gap analysis and adjust instruction to fill any gaps.
May	June	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.

ELA Goal

May	June	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
June	June	Administrators will conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area, and explicit vocabulary instruction.
June	June	All content areas teachers will continue to implement strategies for reading in the content area and explicit vocabulary instruction.
June	June	All reading teachers will continue to implement strategies from professional development.
June	June	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
June	June	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

Addressing COVID-19 Related Challenges – ELA Goal

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

Need	Strategy to Address	When
Assessing gaps in student learning	Teachers will create pre-assessments for each unit to determine areas they will need to address in their instructional planning and delivery.	August
Loss of reading growth	Teachers will use diagnostic testing to determine additional reading supports needed.	September

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	The school will achieve its 2020-21 Measure of Interim Progress (MIP) of 92.	The school's 2018-2019 Math Academic Achievement Index was 90.4.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
There is a lack of alignment between the taught curriculum and the tested curriculum because the adopted modules have gaps when compared to the new standards.	All grades
Students are unable to independently complete multi-step problems, including explaining their answers, because teachers' approach has been inconsistent.	All grades

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
July	August	The district will conduct a curriculum audit to determine any gaps between adopted curriculum and the NYS Next generation standards.
August	September	Administration receives professional development on providing actionable feedback to teachers.
September	October	Administrators will review with teachers the criteria for successful instructional planning and delivery, particularly the gradual release of responsibility model, differentiated instruction, and data driven instruction. New teachers will receive training as needed.
September	October	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
September	October	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
September	October	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
September	October	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

October	November	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
October	November	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
October	November	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
October	November	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
November	December	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
November	December	All content areas teachers will be provided with professional development and coaching pertaining to reading in the content area and explicit vocabulary instruction.
November	December	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
November	December	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
November	December	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
December	January	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility and differentiation.
December	January	All content areas teachers will begin to implement strategies for provided reading in the content area and explicit vocabulary instruction.
December	January	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
December	January	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
December	January	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
STAR	69% of students achieved 40th percentile or higher.	71% of students will achieve 40th percentile or higher.

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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January	February	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, reading in the content area and explicit vocabulary instruction.
January	February	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
January	February	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
January	February	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
January	February	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
February	March	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area and explicit vocabulary instruction.
February	March	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
February	March	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
February	March	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
February	March	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
March	April	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area and explicit vocabulary instruction.
March	April	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
March	April	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
March	April	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
March	April	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

April	May	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area and explicit vocabulary instruction.
April	May	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
April	May	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
April	May	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
April	May	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
May	June	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area and explicit vocabulary instruction.
May	June	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
May	June	Math teachers will meet to continue curriculum gap analysis and adjust instruction to fill gaps.
May	June	Teachers will continue to engage in PLC data meetings focused on reviewing student work and informing instruction.
May	June	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
June	June	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility, differentiation, reading in the content area and explicit vocabulary instruction.
June	June	All content areas teachers continue to implement strategies for provided reading in the content area and explicit vocabulary instruction.
June	June	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.

Addressing COVID-19 Related Challenges – Math Goal

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)</p>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Assessing gaps in student learning	Teachers will create pre-assessments for each unit to determine areas they will need	August

	to address in their instructional planning and delivery.	

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio
An overall increase of 5% of students in the “agree” or “strongly agree” with the statement “Students respect one another.”	Survey data at the end of 2019-20 school year indicates: Strongly agree 8% Agree 37% Disagree 37% Strongly disagree 18%

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
There is not a common understanding of what respect means, and understanding what it looks like between middle school students.	All students
Because there is a lack of common understanding of what respect means, looks like and how it can be displayed, sometimes the result is a lack of tolerance and kindness to others.	All students
Some students experience a lack of tolerance and understanding at home, where family members may not value or have tolerance. These behaviors can carry over into school.	All students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August	September	Building admin will share, discuss and analyze behavioral data with teachers from the prior school year gathered from minor incident reports.
September	September	Building administrators and teachers will continue to communicate student behavior expectations and code of conduct to students. Admin will review expectations with students during grade level/ team meetings.
September	September	Teachers will capitalize on peer modeling in small groups to help students understand behavioral and examples of respect.

September	September	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Other People Mindset.
September	November	Administrators will share information regarding cafeteria and general student behavior expectations via the Fall newsletter.
October	October	Administrators will review behavioral data gathered from the first month of school from minor incident forms and behavioral referrals. Admin will meet with counselors and SWAs to conduct data meetings on behaviors gathered from minor incident reports.
October	October	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Open-Mindedness, Being Present and Giving Others My Attention. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
October	November	Data meetings using behavioral data will be shared, discussed and analyzed at team meetings gathered from minor incident reports.
November	November	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Perspective. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
December	December	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Kindness, Knowing My Words and Actions Affect Others. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
December	December	Administrators will review behavioral data gathered from the four months of school from minor incident forms and behavioral referrals. Admin will meet with counselors and SWAs to conduct data meetings on behaviors gathered from minor incident reports.

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Results	January 2021 Target
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Student Survey via Google forms	Strongly Agree 8% Agree 36% Disagree 38% Strongly disagree 19%	An overall increase of 5% of students in the “agree” or “strongly agree” with the statement “Students respect one another.”

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January	January	Building admin will share, discuss and analyze behavioral data with teachers from the prior semester at a faculty meeting gathered from minor incident reports.
January	January	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Optimism, Supporting Others When They Struggle. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
February	February	Building administrators and teachers will continue to communicate student behavior expectations and code of conduct to students, with a reminder at team meetings based on data (minor incident reports) from previous semester.
February	February	Administrators will share information regarding cafeteria and general student behavior expectations via the Spring newsletter.
February	February	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Humility, and Cheering Others’ Success. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
February	March	Data meetings using behavioral data will be shared, discussed and analyzed at team meetings with both teachers and students gathered from minor incident reports.
March	March	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Social Intelligence and Humor. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
April	April	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. focus for this month will be: Identifying and Appreciating the Good in

		Others, and Fairness. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
May	May	Team meeting schedule will be established to build upon student character education initiatives using the Positivity Project. Focus for this month will be: Leadership. Students will be recognized for exemplifying Positivity Project character attributes during team meetings.
May	June	Admin will have awards ceremony(ies) to recognize students that have exemplified positive character attributes for the school year.
June	June	Students will take an end of year survey to determine if goals were met as part of this survey question.
June	June	Building admin will share, discuss and analyze behavioral data with teachers from the school year at a faculty meeting gathered from minor incident reports.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students and staff may have been isolated and/or negatively impacted by social media.	Administrators and staff will make sure to touch base with every student and staff member in the building as soon as possible.	August-September
Students and staff may have experienced trauma from the COVID situation	Establish avenues for emotional support for both students and staff.	August-September
Students and their families may experience withdrawal from school.	Rebuild relationships with families.	September-January
Students and staff may have difficulty with masks and other social distancing demands.	Review CDC guidelines regarding social distancing with all students and staff. Embed guidelines in the Code of Conduct. Establish avenues for emotional support as needed.	August-September

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)

All students	The school will achieve its 2020-21 Measure of Interim Progress (MIP) of 17.1.	The school's 2018-2019 Chronic Absenteeism rate was 18.5.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Students may have a fixed mindset rather than a growth mindset that limits their ability to persevere through difficult circumstances or the importance of education. It is possible that this is generational.	All students who are chronically absent.
Students may have obstacles at home to overcome such as child care of younger siblings, lack of transportation, or general lack of support.	All students who are chronically absent.
Students may not feel accepted at school by peers or staff members.	All students who are chronically absent.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August	September	Administrators and the attendance committee will share data with parents on how many minutes of lost education there is with each absence, per day, per week, per school year.
September	September	The attendance committee will meet, review students from previous year with attendance concerns, siblings new to building, and new students with attendance concerns. Case managers will be assigned from the committee.
September	September	Identified students will create a contract of their success and attendance - focus on improving attendance from previous year.
September	September	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
September	September	Staff will implement the mentor program with students identified to assist in relationship building, making connections to school. (~2x this month)
September	September	Staff will implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~2x this month)
September	September	Staff will implement the after school clubs with all students to assist in relationship building, making connections to school. (~1x this month)
October	October	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
October	October	The attendance committee will meet, review student data in a format that has the number of days absent, the attendance percentage and the

		number of lost instructional minutes the student has up to that point. They will then review students of concern and interventions planned/ implemented.
October	October	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~6x this month)
October	October	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~6x this month)
October	October	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
November	November	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
November	November	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~4x this month)
November	November	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~4x this month)
November	November	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
November		The students revisit their contracts on attendance to assess their progress.
December	December	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
December	December	New ideas for after school clubs that may appeal to some of the students who are chronically absent will be brainstormed at staff meeting
December	December	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions. New after school clubs will be discussed.
December	December	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~4x this month)
December	December	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~4x this month)
December	December	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences	All students	15% of CSMS students were absent 9 or more days at end of MP 2 (January 2020)	17.8% of students will have 9 or less absences at the semester break

Planning for January to June

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

Start	End	Action
January	January	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
January	January	Staff will implement new student clubs/ after school activities. (~2x)
January	January	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions.
January	January	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~6x this month)
January	January	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~6x this month)
January	January	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
February	February	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
February	February	Identified students revisit their contracts on attendance to assess their progress.
February	February	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions.
February	February	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~4x this month)

February	February	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~4x this month)
February	February	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
March	March	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
March	March	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions.
March	March	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~6x this month)
March	March	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~6x this month)
March	March	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
April	April	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
April	April	The students revisit their contracts on attendance to assess their progress.
April	April	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions.
April	April	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~4x this month)
April	April	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~4x this month)
April	April	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~3x this month)
May	May	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
May	May	The attendance committee will meet, review student data. They will then share new students of concern, review previous students and interventions implemented and assess impact of current interventions.
May	May	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~6x this month)
May	May	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~6x this month)

May	May	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~4x this month)
June	June	All teams will send a monthly newsletter to parents with information about upcoming learning and events/ activities.
June	June	Identified students will revisit their contracts on attendance to assess their progress.
June	June	The attendance committee will meet, review student data, and review previous students and interventions implemented and assess impact of current interventions. They will identify students who will be moving to PVM, and need continued support as well as identify and recommend possible interventions for these students.
June	June	Staff will continue to implement the mentor program with students identified to assist in relationship building, making connections to school. (~2x this month)
June	June	Staff will continue to implement the tutoring program with students identified to assist in relationship building, making connections to school, and achieving student academic success. (~2x this month)
June	June	Staff will continue to implement the after school clubs with all students to assist in relationship building, making connections to school. (~2x this month)

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Reintegrating to a more typical school schedule and social norms.	Educate the students and the parents about schedules, routines, procedures, and social norms.	August-October
Share the attendance data with families.	Make use of the data that we have and breakdown the amount of education lost by minutes, hours, etc.	September-June
Reassure families that school is following proper protocols to reduce the potential spread of Covid-19	Share the safety procedures/plans that are in place to reduce the potential spread of Covid-19.	September-June
CDC guidelines regarding illness and quarantine may keep more students home for longer periods of time.	Provide access to at home instruction through virtual learning for students who need it.	September-June

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Students	"My teachers care about me."	An overall 5% increase in positive direction in student answers to this statement.	EOY 2019-2020 28% Strongly Agree 57% Agree 11% Disagree 4% Strongly Disagree

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
There is not a common understanding of what teacher caring means, some students may think it means the teacher is nice all the time, teachers may think this means they are strict with high expectations for students.
Some students are disenfranchised, do not feel they belong, or may feel the school (as represented by the adults) does not provide for their needs.
A lack of established relationships between teachers and students could be causing students to believe teachers do not care.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September		Focus upon return to school will be engaging students, building relationships between staff and students, and routines and procedures for success, not academics. This will include reintroducing appropriate positive social behavior protocols and expectations with students in all classes.
September		Staff PD/ refresher from previous Brian Medler visit, utilizing his materials to focus on student relationships.
September		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
September		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
September		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).

Survey Goal

September		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
September		As part of initial grade level meetings, verbally share with students the SEL supports available within the school and how to access them.
September		Begin after school clubs that were started previous year that promote positive teacher/ student interaction.
October		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
October		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
October		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
October		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
October		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
October		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants. Creation of posters with pictures and methods of contact, placed in hallways.
October		Continue after school clubs that promote positive teacher/ student interaction.
November		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
November		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
November		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
November		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus

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		on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
November		Continue after school clubs that were started previous year that promote positive teacher/ student interaction.
December		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
December		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
December		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
December		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
December		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
December		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants.
December		Continue after school clubs that promote positive teacher/ student interaction.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Link it survey (given 11/30/2020?)	An overall increase of 3% of students in the "agree" or "strongly agree" with the statement.

Planning for January to June

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

Start	End	Action
January		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive

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		behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
January		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
January		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
January		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
January		Staff and students will be professionally developed by Brian Mendler, focused on how we do and do not show respect from the viewpoint of teachers vs. students.
January		Start new after school clubs as recommended by students, and continue others from prior semester to promote positive teacher/ student interaction.
February		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
February		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
February		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
February		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
February		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
February		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants. Feature these services and personnel in parent newsletter.
February		Continue after school clubs that promote positive teacher/ student interaction.
March		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive

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		behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
March		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
March		Staff will receive additional professional development from Brian Mendler, focused on working with difficult students, and how to demonstrate caring from the eyes of challenging students.
March		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
March		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
March		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
March		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants. Feature these services and personnel in parent newsletter.
March		Continue after school clubs that promote positive teacher/ student interaction.
April		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
April		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
April		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
April		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
April		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
April		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants. Feature these services and personnel in parent newsletter.

Survey Goal

April		Continue after school clubs that promote positive teacher/ student interaction.
May		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
May		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
May		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
May		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
May		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety.
May		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants.
May		Continue after school clubs that promote positive teacher/ student interaction.
June		Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors. Staff will send home positive notes for students regarding positive interpersonal behavior and academic success.
June		Staff will share weekly how they presented that week's trait from the Positivity Project, with the overall message being anchored to respect and caring, and the Other People Mindset.
June		Administrators will support the district efforts pertaining to restorative justice practices (the district's focus this year is on exploration and research).
June		Staff will implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication with home and a focus on expectations. Teachers will communicate directly with parents/guardians on the minor infractions.
June		Bi monthly meeting during grade level lunches with a cross section of students and administration to solicit feedback and ideas for general school improvements, particularly in the area of teacher-student relationships and emotional safety. Focus on areas of improvement for upcoming year.
June		Expand and enhance awareness of the emotional support system at CSMS, utilizing human resources such as counselors, social work assistants.

Survey Goal

		Determine summer services for providers and students who need/ will receive intervention.
June		Continue after school clubs that promote positive teacher/ student interaction.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
Students and teachers may need to re-establish how they interact and build relationships with others in person.	Provide opportunities for students and staff to communicate and work collaboratively to solve problems.	August-October
Students and teachers will need to learn new social distancing rules at school.	Review CDC guidelines regarding social distancing with all students and staff. Embed guidelines in the Code of Conduct. Establish avenues for emotional support as needed.	August-September
Teachers and other adults may not know how to build relationships with students if we start the school year virtually.	Review research on building teacher-student relationships in an on-line environment. Spend the first weeks of school touching base with each student individually.	August-September

Submission Assurances

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

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

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

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

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

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