



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

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

District	School Name	Principal	Grades Served
Cohoes City School District	Abram-Lansing Elementary School	Cliff Bird	K-5

## Completing this Document

All schools completing this document will have five SCEP Goals:

Required:

1. ELA Goal
2. Math Goal
3. Survey Goal
4. School-selected Goal
5. Chronic Absenteeism Goal

## 2018-19 Accountability Data

*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	2	1	1		1	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>.

### 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.

	<b>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</b>	<b>Step 2: Determining priorities and goals based on the needs identified</b>	<b>Step 3: Identifying an evidence-based intervention</b>	<b>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.</b>	<b>Step 5: Identifying a plan to communicate the priorities with different stakeholders</b>
<b>Meeting Date</b>					
8/6/2020	X				
8/27/2020	X				
10/22/2020	X	X			
10/23/2020	X	X			
11/17/2020		X	X	X	X

## TSI School Stakeholder Involvement

### TSI Schools Only

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

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	Teacher input was collected via surveys and interviews. Teachers of the subgroup were included in meetings to identify root cause and create action steps designed to improve indicator performance for identified subgroups and the student body in general.
Parents with children from each identified subgroup	Parents of children from the identified subgroup were interviewed by the needs assessment team. Representatives were also included in the SCEP writing process to identify root cause and create action steps designed to improve indicator performance for identified subgroups and the student body in general with respect to ELA, Math and Chronic absenteeism goals. In addition, approximately 70 parents participated in a fall parent inventory to generate current evidence to draw from in the creation of the SCEP.
Secondary Schools: Students from each identified subgroup	Students from the identified subgroup were interviewed by the needs assessment team to gather evidence to support the root cause analysis and action planning.

## 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)					
		8/6/ 2020	8/ 27/ 2020	10/ 22/ 2020	10/ 23/ 2020	11/ 17/ 2020	
Jackie Skidmore	Grade 2 teacher, union rep	X	X			X	
Christina Kellar	Grade 5 teacher, union rep	X	X			X	
Melissa Lowden	SpEd consultant	X	X			X	
Erin Terrizza	SpEd consultant	X	X			X	
Jennifer Crucetti	Grade 1 teacher	X	X			X	
Carole Blide	CSEA rep	X	X				
Cliff Bird	principal	X	X	X	X	X	
Peggy O'Shea	Assistant superintendent/acting superintendent			X	X		
Daniel Martenelli	middle school principal			X	X		
Rachel Edwards	PTO president, parent					X	
Randi Hickok	parent					X	
Christina Griffin	parent			X			
Justin Collins	parent			X			

## Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>



### State-Supported Evidence Based Strategy

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

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	Instructional Coaching will support the ELA and Math Goals with embedded opportunities to develop foundational standard knowledge, curriculum development, instructional strategies and data analysis.

## ELA Goal

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All Students	52% of the students in grades k-5 met their predicted growth target on the NWEA MAP assessment for Reading in the 2018-19 school year. Due to COVID, the growth percentage could not be determined in the 2019-20 school year because the spring administration was cancelled.	60% of the students will achieve their predicted growth on the NWEA MAP assessment for Reading.

## Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?
Teachers are not familiar with the NYS Next Generation ELA learning standards to the degree by which they can scaffold instruction to meet the needs of learners who have differing levels of academic readiness.
The lack of clarity of learning intentions makes it difficult for students to understand what they are supposed to be learning, why it is important and how they can demonstrate success. This impacts a student's ability to self advocate for help and support as well.

## Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/1/21	1/31/21	Administer NWEA assessment to all students to determine level of readiness.
1/1/21	1/7/21	During the January faculty meeting, identify the priority standards for the building based on state assessment data by analyzing heat maps for academic trends in percent correct by skill by standard over the course of multiple years.
1/7/21	1/31/21	Based on the identified priority standards, teachers will be trained to unpack the standards knowledge, skills, and understandings for ELA in a half day workshop supported by a trained facilitator. The initial training will be grade-level specific, the second training will include teachers from multiple grade levels.
1/7/21	1/31/21	In a sequential ½ day training facilitated by a BOCES Director of Curriculum, teachers will pull the knowledge and skills from NYS ELA Next Generation Standards to be able to transfer this into clear learning intentions so that they are accessible to students. Teachers will receive training in designing clear learning targets. In addition, teachers will have an opportunity to plan for vertical alignment.

# ELA Goal

2/1/21	2/2/21	During the February faculty meeting, the BOCES Director of Curriculum will lead teachers in an overview analysis of NWEA data to determine student readiness with respect to standards.
2/1/21	2/28/21	The administrator and BLT team will analyze the NWEA data to identify building trends.
2/1/21	2/28/21	Teachers will identify which students need support for the upcoming units of study in ELA.
3/1/21	3/31/21	Administrator and BLT members will check in with grade level teams to identify teachers who need additional support with identifying and communicating learning targets.
2/1/21	3/31/21	Teachers will practice designing and communicating the learning intentions (target/objective) for each lesson. These targets will be communicated to students in a way they can understand by posting the learning goal and referencing that goal throughout the lesson.
4/1/21	4/30/21	The principal will conduct informal classroom visits to check for use of learning targets and clarity of lesson purpose.
4/13/21	4/13/21	Use the April faculty meeting to discuss and study resources to develop higher order thinking. questions to generate student conversation. Discriminate between lower level questions and higher order questions.
5/4/21	5/4/21	During the May faculty meeting, teachers will identify higher order thinking questions that are intentional and aligned to standards.
5/5/21	6/15/21	Teachers will create opportunities to stretch student thinking by planning for higher order thinking questions in ELA at least 1x/week.
6/1/21	6/15/21	The BLT team will create and administer a survey to teachers to monitor level of need with respect to standards, learning targets and higher order thinking questions.
6/15/21	6/22/21	The BLT and Administrator will analyze survey results to identify and plan for teachers who need additional support.
5/15/21	6/15/21	Principal will plan with teachers to conduct informal classroom visits using instructional rounds to look for higher order thinking questions and discussion opportunities.
2/1/21	6/25/21	Build capacity to support standards and curriculum internally with turn key "train the trainer" professional development.

## 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
All teachers will be communicating learning intentions to students with a level of clarity that students can explain what they are learning and what success looks like in ELA.	4/30/21
All learning targets are tightly aligned to standards.	4/30/21



## ELA Goal

All teachers will be able to identify the scaffolded knowledge, skills and understandings in the NYS Next Generation Standards they are teaching.	4/30/21
All teachers will be scaffolding instruction of skills and/or knowledge in a standard to meet the needs of learners at different levels of academic readiness.	4/30/21

### Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i>		
Start	End	Action
7/1/20 21	8/30/2 021	Principal will plan for professional development designed to outline the fall curriculum with respect to standards and resources alignment as well as necessary curricular adjustments to meet the needs of students as evidenced by the Spring NWEA and State Assessment results.
<b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
All teachers will have the curriculum outlined for the year using the Essential Ed foundation and identifying focus standards and units in which they will need to spend time closing gaps.		8/30/2021
All teachers will have resources aligned to the units of study in the curriculum that are effective for teaching standards with the appropriate rigor.		8/30/2021

## Math Goal

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All Students	53% of the students in grades k-5 met their predicted growth target on the NWEA MAP assessment for Math in the 2018-19 school year. Due to COVID, the growth percentage could not be determined in the 2019-20 school year because the spring administration was cancelled.	60% of the students will achieve their predicted growth on the NWEA MAP assessment for Math.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?
Teachers are not familiar with the NYS Next Generation ELA learning standards to the degree by which they can scaffold instruction to meet the needs of learners who have differing levels of academic readiness.
The lack of clarity of learning intentions makes it difficult for students to understand what they are supposed to be learning, why it is important and how they can demonstrate success. This impacts a students ability to self advocate for help and support as well.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/1/21	1/31/21	Evaluate students using NWEA to determine level of readiness in Math.
1/25/21	2/14/21	Identify the priority math standards by grade level for the building based on state assessment data and NWEA trends.
3/23-25/21	4/30/21	Teachers are trained to read and unpack the standards knowledge, skills, and understandings for Math in <b>two</b> half day workshops supported by a trained facilitator. The initial training will be grade-level specific, the second training will include teachers from multiple grade levels.
4/27&28/21	5/31/21	Through vertical conversations, teachers will begin to set grade level benchmarks. Teachers will use data, and grade level benchmarks to determine student readiness to access grade level standards' knowledge and skills.
4/29/21	5/31/21	Using a trained facilitator and professional development release time, teachers will learn to use standards' knowledge and skills to create a progression of clear learning intentions for students, and make them available to parents if requested. Teachers will use these learning intentions (target/objective) for each lesson in lesson planning.

## Math Goal

2/2/21	2/2/21	During the February faculty meeting, the BOCES Director of Curriculum will lead teachers in an overview analysis of NWEA data to determine student readiness with respect to standards.
2/1/21	2/28/21	The administrator and the BLT will analyze the NWEA data to identify building trends.
2/1/21	2/28/21	Teachers will identify students who will need support in upcoming math units of study.

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
All teachers will be communicating learning intentions to students with a level of clarity that students can explain what they are learning and what success looks like in Math.	4/30/21
All learning targets are tightly aligned to standards.	4/30/21
All teachers will be able to identify the scaffolded knowledge, skills and understandings in the NYS Next Generation Standards they are teaching.	4/30/21
All teachers will be scaffolding instruction of skills and/or knowledge in a standard to meet the needs of learners at different levels of academic readiness.	4/30/21

### Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>
7/1/2021	8/30/2021	Principal will plan for professional development designed to outline the fall curriculum with respect to standards and resources alignment as well as necessary curricular adjustments to meet the needs of students as evidenced by the Spring NWEA and State Assessment results.
<b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
All teachers will have the curriculum outlined for the year using the Essential Ed foundation and identifying focus standards and units in which they will need to spend time closing gaps.		8/30/2021

## Math Goal

All teachers will have resources aligned to the units of study in the curriculum that are effective for teaching standards with the appropriate rigor.	8/30/2021
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## Survey Goal

### Survey Goal

#### Rationale:

It is important that our students feel valued and parents/families receive feedback regarding the positive progress that their students have made.

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parent and Students	<b>Spring 2020 Climate Survey:</b> When my child does something good at school, I usually hear about it from the school.	15% of the parent respondents or fewer at the school will not agree.	26% of the parent respondents at the school did not agree.

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the survey results it received in 2020?
Although many parents speak highly of the climate of the school and the connection to Abram Lansing ES, there are still issues of chronic absenteeism and students underperforming. The team feels that there may be opportunities to make positive connections with families to build connections and potentially reach some of the subgroup populations that may not have many positive and successful connections with school.
Students at risk who don't have positive interactions with the teachers and their school are less apt to connect and find success.
Families play a large role in supporting elementary age students to attend and engage in school. Taking intentional opportunities to build relationships through the sharing of positive instances with regard to the student could work to build connections, particularly with those who have students at risk.

#### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/1/21	4/30/21	Principal will communicate with teachers the expectation to create a plan to connect with parents/families with positive feedback using the parent square application
1/5/21	1/5/21	Principal will work with teachers to identify what explicit positive feedback looks like and sounds like. This feedback will be delivered using specific instances in the classroom or school related to academics and/or behavior that focus on effort not accomplishment.
1/1/21	1/31/21	The Instructional technology team will be tasked with creating a template to facilitate ease of communication in the parent square application.

### Survey Goal

2/1/21	4/30/21	Teachers will reach out to families with positive feedback using the parent square application at least 3 times per week.
3/1/21	3/31/21	Solicit feedback from teachers using a survey to determine alternate methods of communicating positive feedback to families.
3/1/21	3/31/21	Conduct an informal teacher audit to determine the number of families per teacher that have been contacted with positive feedback.
3/2/21	3/2/21	Use a portion of the faculty meeting for teachers to share positive experiences with the positive feedback initiative.
4/30/21	4/30/21	By April 30 each child should receive at least one positive, unexpected note from a teacher.
4/1/21	5/1/21	Distribute the Spring 2021 Climate Survey.
6/2/21	6/2/21	In a BLT meeting, analyze the Climate Survey parent results to determine growth with respect to communicating to families in a positive manner.
5/15/21	5/31/21	Distribute 10 question inventory to parents and families regarding positive feedback.

### Spring Benchmark

In the space below, identify what the school will expect to see in the Spring to serve as evidence that the school's efforts have been successful to date. This can be quantitative data or qualitative descriptors of what success would look like.

<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
Teachers will have reached out to 100% of their class with explicit positive communication.	4/30/21
Teachers will have reached out to 25% of their class at least 2 times with positive communication.	3/1/21

## School-Selected- Building Capacity for Tier 1 Intervention

RTI- Develop a process to address RTI and AIS needs by reviewing what is currently in place, cross referencing effective RTI processes, identifying gaps and developing processes and procedures to address those gaps.

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All students	As noted in teacher inventories, more than half of the teachers responded that there is a need to build classroom teacher capacity to identify student needs and implement tier 1 interventions and/or strategies to meet individual student needs.	After instructional coaching, teachers will be able to use a scaffolded progression of standards-based skills to implement Tier 1 intervention strategies in the classroom. Teachers will be able to articulate via survey the tier 1 intervention they have implemented and its impact on student learning and growth.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
To ensure that all students have the support that they need to succeed, a clear Response To Intervention (RTI) process needs to be in place. The school does not have a formal process for collecting Tier 1 and 2 data in the classroom environment as a precursor to referral. Students are not getting the support that they need.	All grades and content areas.
Teachers are not proficient enough in their knowledge of the scaffolded skills in the standards to be able to implement tier 1 and 2 interventions in the classroom.	All grades and content areas.
Teachers are not trained to collect intervention data to determine progress and a need to move a student into the next tier.	All grades and content areas.

## Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/1/21	1/31/21	Principal, school psychologist, school psych intern and two special education consultants (to be known as the RTI committee) will audit/review the RTI process from 2019-20 to identify strengths/evidence of what went well and gaps/areas of need.
2/1/21	2/28/21	The RTI committee will study research based RTI models to identify a clear understanding of the three tiers of RTI.
2/1/21	2/28/21	RTI committee will identify what data needs to be collected as a function of RTI progress monitoring.
2/1/21	2/14/21	RTI committee will develop a building wide working definition of Tier 1 intervention.
2/14/21	3/15/21	RTI committee will align tier 1 interventions to standards based progression of skills.
3/15/21	4/15/21	RTI committee will define examples/exemplars of how data is collected in a tier 1 intervention.
3/15/21	4/30/21	During the professional development sessions to unpack standards, the facilitator will make a direct correlation to Tier 1 and 2 interventions when developing capacity for teachers to define the scaffolded skills within a standard. This will build the capacity for teachers to begin experimenting with implementing Tier 1 and 2 interventions in the classroom.
3/15/21	4/15/21	RTI committee will set specific goals/objectives for each intervention.
4/15/21	5/15/21	RTI committee will create protocols to analyze data to determine if intervention was successful/unsuccessful.
5/15/21	6/1/21	RTI committee will survey teachers via google form to collect evidence of the degree to which Tier 1 intervention was implemented in the classroom based on scaffolded progression of skills in standards and its impact on student learning and growth.
5/15/21	6/15/21	RTI committee will create protocols and templates to re-evaluate student need and determine whether to continue Tier 1/discontinue Tier 1, change the intervention based on goal/objectives or move to Tier 2

## 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
Teachers will identify the progression of skills for upcoming standards within units of study and articulate how this translates into differentiation of learning experiences in the classroom.	4/30/21



# ELP or School-Selected Goal

Draft RTI Handbook will be developed with definitions, systems, processes and protocols 50% complete.	4/30/21
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## Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i>		
Start	End	Action
7/1/21	8/30/21	The RTI committee will develop a building wide working definition of Tier 2 intervention.
7/1/21	8/30/21	The RTI committee will align tier 2 interventions to standards based progression of skills.
7/1/21	8/30/21	The RTI committee will define examples/exemplars of how data is collected in a tier 2 intervention.
7/1/21	8/30/21	The RTI committee will design a template to set specific goals/objectives for each Tier 2 intervention.
7/1/21	8/30/21	The RTI committee will create protocols to analyze Tier 2 data to determine if intervention was successful/unsuccessful.
7/1/21	8/30/21	The RTI committee will create protocols and templates to re-evaluate student need and determine whether to continue Tier 2, change intervention or move to Tier 3.
<b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
The first draft of RTI Handbook, designed with definitions, systems, processes and protocols 100% complete.		8/30/21

## Chronic Absenteeism

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
All Students	In 2018-19 the chronic absenteeism rate for all students was 22.7%.	The school will meet or exceed its measure of interim progress for the economically disadvantaged subgroup for the 2020-21 school year with no more than 20.7 percent of the all student subgroup identified as chronically absent.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this data?	Is this specific to certain sections of the school (grade/content area?)
There is no formal tracking system to ensure that students with chronic absenteeism are provided with intentional progressions of intervention.	All grades and content areas.
The responsibilities for creating connections with families and students at risk of chronic absenteeism have not been outlined. Support is often put in place, but it is reactive and not proactive and often without knowledge of what other interventions have been put in place for the student and family.	All grades and content areas.
Students who are connected to school are more likely to engage and attend school. The school does not have a system for outreach specific to families of students who are chronically absent.	All grades and content areas.

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/4/2021	1/29/21	Administrator and committee will review and identify the interventions for chronic absenteeism currently in place.
1/15/2021	2/21/21	Administrator and committee will identify gaps in the current interventions.
1/1/21	6/30/21	Attendance committee will meet 1x/month.
2/8/2021	2/26/21	Attendance committee will create and distribute a google doc to collect brainstorming ideas regarding creative ways to build connections with students who are chronically absent.
3/1/2021	3/18/21	Attendance committee will analyze survey results and compose a progressive list of interventions to attend to chronically absent students. <a href="#">(Tier1, Tier 2 and Tier 3)</a>

### Chronic Absenteeism or School-Selected Goal

3/1/21	3/31/21	The committee will compile a toolbox of <u>resources</u> a for teachers to access as they respond to chronically absent students using Attendance Works.
3/18/2021	4/1/21	Attendance committee will analyze attendance data and identify students who are chronically absent. They will create thresholds to place students into Tier 1, 2, and 3.
3/18/2021	4/1/21	Attendance committee will create a tracking document to collect interventions used to support students who are chronically absent.
4/12/2021	4/22/21	McKinney Vento liaison and principal will conduct parent centered focus groups to solicit ideas for interventions that match the needs of the students/families. Support staff, parents, and PTO will be tapped to provide input and execute outreach.
5/3/2021	6/1/21	Attendance committee will design a plan to include support staff, parents and PTO members in the family outreach regarding chronic absenteeism.

### 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.	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
The school will meet or exceed its measure of interim progress for the economically disadvantaged subgroup for the 2020-21 school year with no more than 20.7% of the all student subgroup identified as chronically absent. Special consideration will be taken for students with required absences due to COVID.	4/30/2021

## Chronic Absenteeism or School-Selected Goal

### Summer Implementation (optional)

In the space below, identify any strategies the school will implement in July and/or August 2021 to build upon the efforts identified in the above action plan. <i>This section is optional; however, schools interested in using their 2020-21 School Improvement Grant (SIG) BASIC funding to support implementation activities during the summer should complete this section.</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>
7/1/21	8/30/21	Attendance committee will analyze attendance data to identify students with historical chronic absenteeism trends.
7/1/21	8/30/21	Attendance committee will plan interventions for the identified students to implement within the first weeks of school.
<b>Monitoring Success/Goals from Summer Efforts:</b> What outcomes and/or practices would the school want to see as a result of these summer actions to consider its efforts to be a success?		
<b>Evidence of Success</b>		<b>When the school would expect to see this</b>
All students with historical chronic absenteeism trends will have intervention plans in place prior to the start of school.		9/1/21
All teachers of students with chronic absenteeism trends will be included in the plans for intervention.		9/1/21

## Submission Assurances

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

- ☒ 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.
- ☒ 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.
- ☒ The SCEP will be implemented no later than the first day of student attendance in January 2021.
- ☒ 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).