



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

District	School Name	Principal	Grades Served
<b>West Seneca Central School District</b>	West Seneca West Middle School	David Kean	6-8

## Completing this Document

All schools completing this document will have five SCEP Goals:

Required:

1. ELA
2. Math
3. Survey

Based on Subgroup Identification Status:

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

## 2018-19 Accountability Data

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

### Elementary/Middle School Accountability Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Hispanic or Latino	2	1	1		1	3

### High School Accountability Indicators

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

### Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes, including challenges that have emerged as a result of COVID-19	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, identifying benchmarks for the goals identified, and considering alternative paths to address needs if the school experiences additional disruption to its instructional model as a result of COVID-19.	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 11/6/20</i>	x	x			
12/10/20	X	X			
12/14/20	X	X			
12/17/20	X	X	X		
1/25/21				X	X
2/22/21				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	Teachers from various grade levels were selected to assist with the creation of SCEP goals.
Parents with children from each identified subgroup	Parents from identified subgroup were interviewed during TSI review; feedback from that interview will be taken into consideration during development of SCEP goals and action items.
Secondary Schools: Students from each identified subgroup	All West Middle School students participated in the Secondary Student Stakeholder Survey. Results from the survey were used to set goals in the 2020-2021 SCEP.

## 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)									
		12/10	12/14	12/17							
David Kean	Principal	X	X	X							
Jason Marchioli	Assistant Principal	X	X	X							
Kim McCartan	3-8 ELA Facilitator			X							
Mike Kanick	WM ELA Department Leader			X							
Amy Aigner	Grade 6 ELA Reading Teacher			X							
Franco DiPasqua	K-12 Math Facilitator			X							
Michelle Stupski	Grade 7 Math Teacher			X							
Robin Schreiner	Grade 8 Math Teacher			X							
Katie Kubiak	Grade 6 Counselor			X							
Rob Lares	Grade 8 Counselor			X							
Steve Mariglia	Grade 7 Counselor			X							
Aimee Smart	WM Social Worker			X							
Dr. Deana Stevenson	Outside Educational Consultant	X	X	X							

## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	

**Clearinghouse-Identified**

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

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

## Evidence-based Intervention

**School-Identified**

If “X” is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

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

## ELA Goal

### ELA Goal

#### Goal

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All	19-20 SY EOY MAP data for all students in grades 6-8 at benchmark: Middle of Year MAP Data - 2020  Grade 6: 60.7% at or above benchmark Grade 7: 63.1% at or above benchmark Grade 8: 69.6% at or above benchmark Total: 64.46%	<ul style="list-style-type: none"> <li>• By June 2021, a total of our students in grades 6, 7, and 8 will be at benchmark.</li> <li>• 6th grade goal= 65.7% at or above benchmark</li> <li>• 7th grade goal= 68.1% at or above benchmark</li> <li>• 8th grade goal= 74.6% at or above benchmark</li> <li>• Total: 69.4%</li> </ul>
Lowest 20% Identified through Winter 2019 MAP Data – Lowest 20% per Team	BOY 2020-2021 Running Record Data:  Grade 6: 46 (below benchmark) Grade 7: 57 (below benchmark) Grade 8: 42 (below benchmark)  Total number of students = Grade 6: 47 Grade 7: 58 Grade 8: 47  Total number from identified subgroup = Grade 6: N/A Grade 7: 11 students below benchmark Grade 8: 10 students below benchmark	EOY 2020-2021 Running Record Data:  Grade 6: 15% of lowest 20% at or above benchmark Grade 7: 15% of lowest 20% at or above benchmark Grade 8: 15% of lowest 20% at or above benchmark  Total number of students = Grade 6: 15% of lowest 20% at or above benchmark Grade 7: 15% of lowest 20% at or above benchmark Grade 8: 15% of lowest 20% at or above benchmark  Total number from identified subgroup = Grade 6: N/A Grade 7: 15% of lowest 20% at or above benchmark Grade 8: 15% of lowest 20% at or above benchmark



## ELA Goal

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for ELA?
While teachers are conducting common formative assessments and collecting data from progress monitoring, there is little evidence of them analyzing the data from MAP to target student skills needed to support reading gaps.
<b>Organizational Cause: Teachers have limited access to student specific MAP data.</b>

### 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
2/2021	6/2021	School leaders will review the most current MAP and running record data to identify the following: <ul style="list-style-type: none"> <li>• Did interrupted learning have a greater impact on students in certain grades compared to others?</li> <li>• Does the achievement pattern vary across grade levels?</li> </ul> Do we see differential achievement trends across student subgroups?
3/2021	6/2021	School leaders will review with their ELA teachers the <b>MAP Projected Proficiency Summary report</b> to see how all subgroups are projected to perform on state assessments.
3/2021	6/2021	School leaders will review with their ELA teachers the <b>MAP District Report for West Seneca West Middle</b> to see what focus areas are lagging and trends in your data over time.
3/2021	6/2021	School leaders will review with their ELA teachers the <b>MAP Grade Report for West Seneca West Middle</b> to see grade level/student RIT range and scores for each instructional area assessed.
3/2021	4/2021	ELA teachers will: Review their lesson plans for the upcoming 2 weeks to make sure the above focus areas are being retaught either by specific teachers or all teachers.
3/2021	6/2021	Teachers will gather small groups based on the skills/focus areas needed to teach concepts students performed at the “Lo” and “LoAvg” levels
3/2021	6/2021	Teachers will have their students set MAP SMART goals and monitor them twice a month.
2/2021	5/2021	School leaders will conduct walkthroughs during small group reading instruction, prioritizing classrooms that have the most students identified for small group instruction. Focusing on daily objective which drives



## Math Goal

### Math Goal

#### Goal

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All	19-20 SY EOY data for all students in grades 6-8 at benchmark: Grade 6: 54.6% at or above benchmark Grade 7: 44.7% at or above benchmark Grade 8: 58.8% at or above benchmark Total: 52.7%	<ul style="list-style-type: none"> <li>• By June 2021, a total of our students in grades 6, 7, and 8 will be at benchmark.</li> <li>• 6th grade goal= 59.6% at or above benchmark</li> <li>• 7th grade goal= 49.7 at or above benchmark</li> <li>• 8th grade goal= 63.8% at or above benchmark</li> <li>• Total: 57.7%</li> </ul>

#### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for Math?
While teachers are conducting common formative assessments and collecting data from progress monitoring, there is little evidence of them analyzing the data from MAP to target student skills needed to support reading gaps.
<b>Organizational Cause: Teachers have limited access to student specific MAP data.</b>

#### 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
2/2021	6/2021	School leaders will review the most current MAP data with their Math teachers to identify the following: <ul style="list-style-type: none"> <li>• Did interrupted learning have a greater impact on students in certain grades compared to others?</li> </ul>

## Math Goal

		<ul style="list-style-type: none"> <li>Does the achievement pattern vary across grade levels?</li> </ul> <p>Do we see differential achievement trends across student subgroups?</p>
3/2021	6/2021	School leaders will review with their Math teachers the <b>MAP Projected Proficiency Summary report</b> to see how all subgroups are projected to perform on state assessments.
3/2021	6/2021	School leaders will review with their Math teachers the <b>MAP District Report for West Seneca West Middle</b> to see what focus areas are lagging and trends in your data over time.
3/2021	6/2021	School leaders will review with their Math teachers the <b>MAP Grade Report for West Seneca West Middle</b> to see grade level/student RIT range and scores for each instructional area assessed.
3/2021	4/2021	Teachers will have their students set MAP SMART goals and monitor them twice a month.
3/2021	6/2021	Math teachers will: Review their lesson plans for the upcoming 2 weeks to make sure the above focus areas are being retaught either by specific teachers or all teachers.
3/2021	6/2021	Math teachers will gather small groups based on the skills/focus areas needed to teach concepts students performed at the “Lo” and “LoAvg” levels
2/2021	5/2021	School leaders will conduct walkthroughs during small group reading instruction, prioritizing classrooms that have the most students identified for small group instruction. Focusing on daily objective which drives instructional practices (ex. student engagement strategies, higher order thinking scaffolds, student discourse, and “real-time” formative assessments).
2/2021	6/2021	Monthly progress monitoring for those students that performed at “Lo” and “LoAvg”.
1/11/2021	6/2021	Additional office hours? Before/After School tutoring/support. Using SIG Basic allocations?

### 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
To be on track for this goal we would look to achieve the following: 1. Fewer students needing the interventions after a 4,6,8 week cycle of intervention.	March 2021

Math Goal

2. Projected to be at 75% of EOY 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. *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.*

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

## Survey Goal

### Survey Goal

#### Goal

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

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parent	48. Staff members seek my input on how best to meet my child's needs.	Strongly Agree: 31.56% Agree: 44.13%	Strongly Agree:21.56% Agree: 34.13%
Parent	49. I am satisfied with the communication I receive from my child's school.	Strongly Agree: 36.35% Agree: 53.11%	Strongly Agree:26.35% Agree: 43.11%
	50. Our school actively engages our family in conversations around needs/progress.	Strongly Agree: 30.28% Agree: 46.90	Strongly Agree:20.83% Agree: 36.90%
Parent	51. Teachers contact me; not just in times of concern.	Strongly Agree: 30.24% Agree: 37.98%	Strongly Agree:20.24% Agree: 27.98%

#### 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 school leaders and teachers are communicating with parents on a consistent basis, the method of communication may need to change to increase parent engagement.

#### 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	6/2021	School leaders will begin communicating to stakeholders using numerous media.
1/4/2021	6/2021	Teachers will intentionally share ways that families can support their student remotely and via the hybrid learning.
1/4/2021	6/2021	Teachers will set a weekly goal to contact parents to give positive feedback and resources to parents about their student's progress. This communication can be via email, telephone, post card, etc.
3/2021	6/2021	School leaders will create a 1-2 question survey for parents regarding communication efforts related to survey indicators #48-51.

## Survey Goal

### Spring Benchmark

<p>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.</p>	
<b>Evidence of Success</b>	<b>When the school would expect to reach this</b>
<p>To be on track for this goal we would look to achieve the following:</p> <ol style="list-style-type: none"> <li>1. More than 70% of the responses to the 1-2 question survey will be in the "Strongly Agree" and "Agree" category for each survey question.</li> </ol>	<p>March 2021</p>

### Summer Implementation (optional)

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

## ELP or School-Selected

### Goal

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

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

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All	At the end of the 1 <sup>st</sup> Marking Period, the number of students failing 2 Core Area classes: (insert number)  Grade 6: 12 of 252 Grade 7: 8 of 296 Grade 8: 8 of 254	By the end of the 4 <sup>th</sup> Marking Period, the number of students failing 2 Core Area classes: (insert number)  Grade 6: 9 of 252 Grade 7: 5 of 296 Grade 8: 5 of 254
All	At the end of the 1 <sup>st</sup> Marking Period, the number of students failing greater than 2 Core Area classes: (insert number)  Grade 6: 7 of 252 Grade 7: 23 of 296 Grade 8: 9 of 254	By the end of the 4 <sup>th</sup> Marking Period, the number of students failing more than 2 Core Area classes: (insert number)  Grade 6: 4 of 252 Grade 7: 15 of 296 Grade 8: 5 of 254



ELP or School-Selected Goal

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?)
We believe the root cause for student failures from the above referenced data (failing two core / 2+ core subjects) in the first quarter is a result of the COVID 19 pandemic. Students being on a full remote schedule has led to some feeling disconnected and not linked to the school community as much as they would if they were the physical building.	All three Grade levels.

## ELP or School-Selected Goal

### Action Plan

What will the school do for the remainder of the school year to address <b>the root causes</b> identified above? ( <i>add additional rows as needed</i> )		
Start	End	Action
2/2021	6/2021	School leaders will the list of students failing 2 or more classes with teachers and student support team to brainstorm interventions/supports.
2/2021	6/2021	School leaders and staff will communicate with the parents of those students failing 2 or more classes. The proposed interventions will be shared.
2/2021	6/2021	At the end of the 2 <sup>nd</sup> marking period school leaders will identify which students from the 1 <sup>st</sup> marking period are still failing 2 or more classes and begin providing before/after school support for these students. (Revenue Source: Sig Basic Allocations?)

### 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
To be on track for this goal we would look to achieve the following: <ol style="list-style-type: none"> <li>The number of students failing 2 core content classes will reduce by - 1%.</li> <li>The number of students failing more than 2 core content classes will reduce by - 2%.</li> </ol>	March 2021

### Summer Implementation (optional)

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

## Chronic Absenteeism or School-Selected Goal

### Goal

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

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

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

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

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

Subgroup	Previous Data	2020-21 End-of-the-Year Goal
<i>Ex. ALL</i>	<i>2018-19 End-of-the-Year Read-Ready Assessment: 67% on grade-level</i>	<i>76% on-grade level</i>
All	Total Absences at the end of the 1 <sup>st</sup> Marking Period:  5-9 Days: 26 Students 10-19 Days: 8 Students 20+ Days: 8 Students	Total Absences at the end of the 4 <sup>th</sup> Marking Period:  5-9 Days: 80% on grade level 10-19 Days: 80% on grade level 20+ Days: 80% on grade level

## Chronic Absenteeism or School-Selected Goal

### 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?)
Since the onset of COVID-19 students have been struggling with motivation and parents have been doing the best they can to encourage their children to “attend” school.	Students with 10+ absences since the end of the 1 <sup>st</sup> Marking Period.

### 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
2/2021	6/2021	School leaders and student support team will use a multi-tiered approach to attendance to address the specific needs of students missing 10+ days.
2/2021	6/2021	School leaders and student support team will identify specific incentives for attendance for all students as well as those who have missed 5+ days since September.

### Spring Benchmark

<p>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.</p> <ul style="list-style-type: none"> <li>• <b>For schools developing a Chronic Absenteeism goal</b>, the Spring Benchmark should align to the end of the 3<sup>rd</sup> marking period and should represent the percent of students that have missed more than 10% of instructional days at that point. The spring benchmark would need to be equal to or below the school’s end-of-year Chronic Absenteeism goal. For example, if a school had a goal of not exceeding 18% Chronically Absent, and it had 20% of its students as Chronically Absent at the end of the 3<sup>rd</sup> quarter, the school would be off track. In this example, the school would need to have its goal be less than or equal to 18% chronically absent at the end of the 3<sup>rd</sup> marking quarter.</li> <li>• <b>For school-selected goals</b>, this can be quantitative data or qualitative descriptors of what success would look like.</li> </ul>	
Evidence of Success	When the school would expect to reach this
To be on track for this goal we would look to achieve the following: <b>3. The School Goal is to not exceed 25% chronically absent</b>	March 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. *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.*

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

## Submission Assurances and Instructions

### Submission Assurances

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

1.  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.  As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3.  The SCEP will be implemented no later than the first day of student attendance in January 2021.
4.  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).