



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Madison Central School	Madison Central School	Brian J. Latella	PK-5
		Larry H. Nichols	6-12

Accountability Data

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	1	1	n/a	1	3

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.

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

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.

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
6/4/2020	x				
7/9/2020	X	X			
7/28/2020	X	X	X	X	X

Stakeholder Participation

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 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 (<i>enter m/dd in the space below and mark an X for each date the individual attended</i>)									
		6/4		7/9		7/28					
Cheryl Livermore	Parent	X				X					
Kelly Diehl	Parent			X		X					
Melissa McNamara	Parent	X				X					
Colleen Peavey	Parent			X		X					
Raechell Elliott	Parent	X		X		X					
Zane Elliott	Parent			X							
Alyson Usborne	Parent			X		X					
Meghan Dougherty	Parent	X									
KayDee Fleming	Parent	X		X		X					
Duane Wilsey	Teacher	X		X		X					
Amber Neiss	Teacher	X		X		X					
Tina Bergeron	Teacher	X		X		X					
Amber Thrasher	Teacher	X		X		X					
Jessica Chenel	Teacher	X		X		X					
Brianna Usborne	Student			x		X					
Anna McNamara	Student										
Delaney Livermore	Student	X									
Maria Peavey	Student			X		X					
Larry Nichols	Administration	X		X		X					
Brian Latella	Administration	X									

Stakeholder Involvement Signature Page

Jason Mitchell	Administration	x				x						
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Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Restorative Justice
SCEP Goal(s) this strategy will support	Bullying (Cyber bullying)

Clearinghouse-Identified

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

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

Strategy Identified	Second Step
SCEP Goal(s) this strategy will support	SEL - bullying/cyberbullying
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	<p>Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. <i>Developmental psychology</i>, 55(2), 415. https://doi.org/10.1037/dev0000621</p> <p>Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. <i>Journal of Adolescent Health</i>, 53(2), 180–186.</p> <p>Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. <i>Remedial and Special Education</i>, doi: 10.1177/0741932514564564</p>

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All students	88.8	69.2

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?)
Previously there was no universal writing program in grades K-8.	ELA
MS level has not had adequate PD with the current writing program.	ELA
Lack of focused, differentiated AIS instruction	ELA - MS

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
7/15/2020	7/16/2020	Professional Development ELA Curriculum and Standards with Maria Papa and Jon Cornue (MO BOCES)
7/20/2020	7/24/2020	Continued professional development in the Units of Writing, Reading, and Balanced Literacy Instruction with Olivia Wahl for grades K-12.
8/17/2020	8/21/2020	Balanced Literacy Professional Development with Olivia Wahl for grades 6-12.
9/2020	11/2020	On-site coaching, curriculum planning with Olivia Wahl. Olivia will be coming back to MCS (9/29, 9/30) to work with the ELA Department with specific focus on Pointed Reading (MS) and the Units of Writing in grades 3-5.
10/2020	10/2020	On-site coaching, curriculum planning with Olivia Wahl. Olivia will be coming back to MCS (10/1, 10/27, 10/28, 10/29) to work with the ELA Department with specific focus on Pointed Reading (MS) and the Units of Writing in grades 3-5.
11/2020	11/2020	On-site coaching, curriculum planning with Olivia Wahl. Olivia will be coming back to MCS (11/10, 11/12) to work with the ELA Department with specific focus on Pointed Reading (MS) and the Units of Writing in grades 3-5.
9/2020	9/2020	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing - "Writers Club". This will incorporate and reinforce the Units of Writing. Homework Club will meet 2 days per week after regular school hours. Writers Club will meet 2 days per week after

ELA Goal

		regular school hours.
9/2020	9/2020	Principal will facilitate data meetings with the data team to see if Homework Club is having a positive impact with grades for those students attending.
10/2020	10/2020	Continuance of “Homework Club” with emphasis on students not meeting proficiency with writing - “Writers Club”. This will incorporate and reinforce the Units of Writing. Homework Club will meet 2 days per week after regular school hours. Writers Club will meet 2 days per week after regular school hours. Also incorporate after school reading/writing buddies into Homework Club. This group will meet at least one time per week starting the week of October 5th and continue until the week of December 14th.
10/2020	10/2020	Principal will facilitate data meetings with the data team to see if Homework Club is having a positive impact with grades for those students attending. If clubs are not having a positive impact then teachers will re-evaluate how the process is working (tutoring techniques, group sizes, etc.) Data team will analyze any data to see if student reading levels improve for those attending reading buddies.
10/2020	10/2020	ELA AIS focused on the Units of Writing. ELA AIS will be more aligned with supplementing Units of Writing and pointed reading. Departmental meetings every two weeks beginning in October (10/16, 10/30) and AIS discussion with Olivia Wahl 10/27. Principal will oversee these discussions and observe AIS classes using strategies determined at the department meetings.
11/2020	11/2020	Continuance of “Homework Club” with emphasis on students not meeting proficiency with writing - “Writers Club”. This will incorporate and reinforce the Units of Writing. Homework Club will meet 2 days per week after regular school hours. Writers Club will meet 2 days per week after regular school hours. Also incorporate after school reading/writing buddies into Homework Club. This group will meet at least one time per week starting the week of October 5th and continue until the week of December 14th.
11/2020	11/2020	Principal will facilitate data meetings with the data team to see if Homework Club is having a positive impact with grades for those students attending. If clubs are not having a positive impact then teachers will re-evaluate how the process is working (tutoring techniques, group sizes, etc.) Data team will analyze any data to see if student reading levels improve for those attending reading buddies.
11/2020	11/2020	ELA AIS focused on the Units of Writing. ELA AIS will be more aligned with supplementing Units of Writing and pointed reading. Departmental meetings every two weeks (11/13). Principal will oversee these discussions and observe AIS classes using strategies determined at the department meetings.
12/2020	12/2020	Continuance of “Homework Club” with emphasis on students not meeting proficiency with writing - “Writers Club”. This will incorporate and

ELA Goal

		reinforce the Units of Writing. Homework Club will meet 2 days per week after regular school hours. Writers Club will meet 2 days per week after regular school hours. Also incorporate after school reading/writing buddies into Homework Club. This group will meet at least one time per week starting the week of October 5th and continue until the week of December 14th.
12/2020	12/2020	Principal will facilitate data meetings with the data team to see if Homework Club is having a positive impact with grades for those students attending. If clubs are not having a positive impact then teachers will re-evaluate how the process is working (tutoring techniques, group sizes, etc.) Data team will analyze any data to see if student reading levels improve for those attending reading buddies.
12/2020	12/2020	ELA AIS focused on the Units of Writing. ELA AIS will be more aligned with supplementing Units of Writing and pointed reading. Departmental meetings every two weeks (12/11). Principal will oversee these discussions and observe AIS classes using strategies determined at the department meetings.
9/2020	12/2020	Common vocabulary used and concepts that are germane to the Units of Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. 10/8 ELA Department meeting to begin the process; meetings on 10/15, 11/5, 12/3, 12/17 to continue roll-out planning. Principal will facilitate those meetings.
9/2020	12/2020	Formalized IST (Instructional Support Team) Process grades 6-8. Teams already meet, this will be more formalized and structured. This group will also work closely with our Data Team. The IST members will meet during congruence on 10/6 to plan process and procedures (with Data team). Future meetings will be planned, utilizing congruence planning periods - 10/13, 11/3, 11/17, 12/8, 12/15.

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.

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 Winter Benchmark	44% of students were on target to meeting the end of year State benchmark	49% on target to meet the end of year State benchmark.

ELA Goal

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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
1/2021	1/2021	Continued on-site coaching and curriculum planning with Olivia Wahl - 1/19).
1/2021	1/2021	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing and reading - "Writers Club"/"Reading Buddies. This will incorporate and reinforce pieces of the Units of Writing/Pointed Reading. Homework Club will meet 2 days per week after regular school hours (beginning on 1/5). Writers Club will meet 2 days per week after regular school hours (Beginning on 1/5). Data team will look at data to see if the program is having a positive impact with students attending it.
1/2021	1/2021	ELA AIS focused on the Units of Writing/Pointed Reading. ELA AIS will be more aligned with supplementing Units of Writing. Olivia Wahl will continue with on-site coaching and curriculum planning: 1/19. AIS will be part of discussion on 2/23 (once mid-year STAR results are in).
1/2021	1/2021	Discussion on Summer 2021 Professional Development will begin in January with the Professional Development Team. Team will meet each month to plan the following year's PD.
1/2021	1/2021	Common vocabulary used (and concepts) that are germane to the Units of Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. The goal is to have every teacher using this by June (1/11)
1/2021	1/2021	Data team will analyze mid year benchmarks with teachers and map out instructional changes/shifts for the rest of the school year, moving into the next school year (1/29)
12021	1/2021	IST team will take a more active role with teaching staff in response to intervention - data and strategies (1/7, 1/15, 1/29)
2/2021	2/2021	Continued on-site coaching and curriculum planning with Olivia Wahl - 2/23).
2/2021	2/2021	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing and reading - "Writers Club"/"Reading Buddies. This will incorporate and reinforce pieces of the Units of Writing/Pointed Reading. Homework Club will meet 2 days per week after regular school hours (beginning on 1/5). Writers Club will meet 2 days per week after regular school hours (Beginning on 1/5). Data team will look at data to see if the program is having a positive impact with students attending it.
2/2021	2/2021	Common vocabulary used (and concepts) that are germane to the Units of Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. The goal is to have every teacher using this by June (2/8)
2/2021	2/2021	Data team will analyze mid year benchmarks with teachers and map out

ELA Goal

		instructional changes/shifts for the rest of the school year, moving into the next school year (2/9, 2/16)
2/2021	2/2021	IST team will take a more active role with teaching staff in response to intervention - data and strategies (2/12, 2/26)
3/2021	3/2021	Continued on-site coaching and curriculum planning with Olivia Wahl - 2/23).
3/2021	3/2021	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing and reading - "Writers Club"/"Reading Buddies. This will incorporate and reinforce pieces of the Units of Writing/Pointed Reading. Homework Club will meet 2 days per week after regular school hours (beginning on 1/5). Writers Club will meet 2 days per week after regular school hours (Beginning on 1/5). Data team will look at data to see if the program is having a positive impact with students attending it.
3/2021	3/2021	ELA AIS focused on the Units of Writing/Pointed Reading. ELA AIS will be more aligned with supplementing Units of Writing. Olivia Wahl will continue with on-site coaching and curriculum planning: 1/19. AIS will be part of discussion on 2/23 (once mid-year STAR results are in).
3/2021	3/2021	Discussion on Summer 2021 Professional Development will begin in January with the Professional Development Team. Team will meet each month to plan the following year's PD.
3/2021	3/2021	Common vocabulary used (and concepts) that are germane to the Units of Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. The goal is to have every teacher using this by June (1/11)
3/2021	3/2021	Data team will analyze mid year benchmarks with teachers and map out instructional changes/shifts for the rest of the school year, moving into the next school year (1/29)
3/2021	3/2021	IST team will take a more active role with teaching staff in response to intervention - data and strategies (1/7, 1/15, 1/29)
4/2021	4/2021	Continued on-site coaching and curriculum planning with Olivia Wahl - 2/23).
4/2021	4/2021	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing and reading - "Writers Club"/"Reading Buddies. This will incorporate and reinforce pieces of the Units of Writing/Pointed Reading. Homework Club will meet 2 days per week after regular school hours (beginning on 1/5). Writers Club will meet 2 days per week after regular school hours (Beginning on 1/5). Data team will look at data to see if the program is having a positive impact with students attending it.
4/2021	4/2021	ELA AIS focused on the Units of Writing/Pointed Reading. ELA AIS will be more aligned with supplementing Units of Writing. Olivia Wahl will continue with on-site coaching and curriculum planning: 1/19. AIS will be part of discussion on 2/23 (once mid-year STAR results are in).
4/2021	4/2021	Discussion on Summer 2021 Professional Development will begin in January with the Professional Development Team. Team will meet each month to plan the following year's PD.
4/2021	4/2021	Common vocabulary used (and concepts) that are germane to the Units of

ELA Goal

		Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. The goal is to have every teacher using this by June (1/11)
4/2021	4/2021	Data team will analyze mid year benchmarks with teachers and map out instructional changes/shifts for the rest of the school year, moving into the next school year (1/29)
4/2021	4/2021	IST team will take a more active role with teaching staff in response to intervention - data and strategies (1/7, 1/15, 1/29)
5/2021	5/2021	Continued on-site coaching and curriculum planning with Olivia Wahl - 2/23).
5/2021	5/2021	Continuance of "Homework Club" with emphasis on students not meeting proficiency with writing and reading - "Writers Club"/"Reading Buddies. This will incorporate and reinforce pieces of the Units of Writing/Pointed Reading. Homework Club will meet 2 days per week after regular school hours (beginning on 1/5). Writers Club will meet 2 days per week after regular school hours (Beginning on 1/5). Data team will look at data to see if the program is having a positive impact with students attending it.
5/2021	5/2021	ELA AIS focused on the Units of Writing/Pointed Reading. ELA AIS will be more aligned with supplementing Units of Writing. Olivia Wahl will continue with on-site coaching and curriculum planning: 1/19. AIS will be part of discussion on 2/23 (once mid-year STAR results are in).
5/2021	5/2021	Discussion on Summer 2021 Professional Development will begin in January with the Professional Development Team. Team will meet each month to plan the following year's PD.
5/2021	5/2021	Common vocabulary used (and concepts) that are germane to the Units of Writing used across other subject areas. Other subject area teachers will begin working with the ELA Department to provide key concepts/vocabulary in their subject areas. The goal is to have every teacher using this by June (1/11)
5/2021	5/2021	Data team will analyze mid year benchmarks with teachers and map out instructional changes/shifts for the rest of the school year, moving into the next school year (1/29)
5/2021	5/2021	IST team will take a more active role with teaching staff in response to intervention - data and strategies (1/7, 1/15, 1/29)

ELA Goal

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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Many students will begin the school year with academic gaps from the previous year.	Teachers will meet weekly to discuss at-risk students and adapt instruction and AIS to meet their needs.	September - June
	Professional development on “Unfinished Learning Analysis” and Blended Learning Strategies to help address these learning gaps and potential issues stemming from remote learning.	July - August

Math Goal

Math Goal

Subgroup (<i>CSI schools use "All Students"</i>)	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	86.8	66.5

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?)
Use of NYS Math Modules is inconsistent among grade levels (horizontally and vertically)	K-10
Original expectations of using the NYS Math Modules was adapt not use the Modules with fidelity	K-10

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
7/13/20	7/14/20	Teachers will work with the Madison-Oneida BOCES math specialist on appropriate utilization of the modules and the pacing of the modules.
9/2020	9/2020	Principals will set clear expectations on using the modules with fidelity (9/29). Follow up on those expectations (10/20, 11/18, 12/9) also through classroom observations beginning in mid September.
9/2020	9/2021	Principals will monitor teacher implementation of the modules. Classroom observations will begin mid September.
9/2020	9/2021	Teachers will utilize STAR and module assessment data to monitor student growth. STAR assessments will begin 9/21. Data team will look at STAR and Mid-Module Assessments with each teacher. This will be ongoing with specific "data days" (1x per month starting in October). Other data points will be utilized such as Regents exam trends.
9/2029	1/2021	Teachers will utilize Freckle as an intervention for students that are not making adequate growth.
9/2020	12/2020	AIS differentiated to address individual student needs in mathematics. AIS meetings will take place 2x in October, 1x in November, and 1x in December. Professional development will be provided through MOBOCES and other external sources as those opportunities present themselves.
10/2020	10/2020	Homework club will have a math teacher helping students again this year. This group will meet 2x per week beginning in October. Data team will assist in analyzing student grades/data to see if homework room has been effective.

Math Goal

10/2020	10/2020	Goal of getting more parents signed up and using Parent Portal - ongoing effort: Parent contact (throughout the month of October) and individualized contacts as needed.
10/2020	10/2020	Principals will set clear expectations on using the modules with fidelity and follow up on those expectations (10/20 meeting) along with classroom observations beginning in mid September.
10/2020	10/2020	Principals will monitor teacher implementation of the modules. Classroom observations will begin mid September.
10/2020	10/2020	Teachers will utilize STAR and module assessment data to monitor student growth. STAR assessments will begin 9/21. Data team will look at STAR and Mid-Module Assessments with each teacher. This will be ongoing with specific "data days" (1x per month starting in October). Other data points will be utilized such as Regents exam trends.
210/2020	10/2020	Teachers will utilize Freckle as an intervention for students that are not making adequate growth.
10/2020	10/2020	Homework club will have a math teacher helping students again this year. This group will meet 2x per week beginning in October. Data team will assist in analyzing student grades/data to see if the homework room has been effective.
10/2020	10/2020	Principals will monitor teacher implementation of the modules. Classroom observations will begin mid September.
11/2020	11/2020	Principals will set clear expectations on using the modules with fidelity (9/29). Follow up on those expectations (11/18) also through classroom observations beginning in mid September.
11/2020	11/2020	Teachers will utilize STAR and module assessment data to monitor student growth. STAR assessments will begin 9/21. Data team will look at STAR and Mid-Module Assessments with each teacher. This will be ongoing with specific "data days" (1x per month starting in October). Other data points will be utilized such as Regents exam trends.
11/2020	11/2020	Homework club will have a math teacher helping students again this year. This group will meet 2x per week beginning in October. Data team will assist in analyzing student grades/data to see if homework room has been effective.
11/2020	11/2020	Principals will monitor teacher implementation of the modules. Classroom observations will begin mid September.
12/2020	12/2020	Principals will set clear expectations on using the modules with fidelity (9/29). Follow up on those expectations (12/18) also through classroom observations beginning in mid September.
12/2020	12/2020	Principals will monitor teacher implementation of the modules. Classroom observations will begin mid September.
12/2020	12/2020	Teachers will utilize STAR and module assessment data to monitor student growth. STAR assessments will begin 9/21. Data team will look at STAR and Mid-Module Assessments with each teacher. This will be ongoing with specific "data days" (1x per month starting in October). Other data points will be utilized such as Regents exam trends.
12/2020	12/2020	Homework club will have a math teacher helping students again this year. This group will meet 2x per week beginning in October. Data team will

Math Goal

		assist in analyzing student grades/data to see if homework room has been effective.
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Mid-Year Benchmark

<p>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.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.</p>		
Assessment	January 2020 Performance	January 2021 Target
STAR	31% of students were on target to meeting the end of year State benchmark	40% on target to meet the end of year State benchmark.

Planning for January to June

<p>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></p>		
Start	End	Action
1/21	6/21	Continue Professional development with the Madison-Oneida BOCES math specialist (2-5, 3-2, 4-15)
1/21	6/21	Data team will continue working with staff to utilize data to help drive instruction. This will begin in January with meetings happening 3x per month.
1/21	6/21	Will continue to use Freckle with focus on those students still not making benchmark. Data team will do an analysis to ascertain if Freckle is having a positive impact on student achievement (February - 2 dates in Feb.)
1/2021	6/2021	AIS differentiated to address individual student needs in mathematics. Principal will follow up with the math team to ensure this is happening. Team will meet with Math Specialist on 3-2 to look at AIS delivery.
1/2021	6/2021	Math Camp - meetings set up via google meet allowing students and parents to ask questions regarding math curriculum. January 7, 28, Feb. 11, 25, March 11, 25, May 13, 27.

Math Goal

Addressing COVID-19 Related Challenges – Math 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
Many students will begin the school year with academic gaps from the previous year.	Teachers will meet weekly to discuss at-risk students and adapt instruction and AIS to meet their needs.	September - June
	Professional development on “Unfinished Learning Analysis” and Blended Learning Strategies	July - August

ELP or School-Selected Goal

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Addressing Bullying with the question “Do you feel bullying is an issue at MCS”.	No data available from 5/20. September survey results will be our baseline for the year.

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?)
Need for increased bullying awareness for both students and families at the elementary and secondary levels.	Elem/MS/HS
Increase utilization of outside resources to assist with increasing awareness of bullying and strategies in dealing with this issue.	Elem/MS/HS

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
8/2020	1/2020	Professional Development through attending the Emotional Intelligence Conference with Dr. Marc Brackett to continue learning more about the RULER Program through Yale Center for Emotional Intelligence
7/2020	1/2020	Principal attending SEL for Administrators
9/1/2020	1/2021	Continue with and work on enhancement of the Second Step Program - PD refresher October 7. Second Step meetings will occur 1x per month with the Principal beginning 10/16 and continuing 11/19, 12/18
9/1/2020	1/2021	Continue PBIS at the Elementary level - ongoing meetings happen monthly.
9/2020	1/2021	Professional development with the intent of Implementation of Restorative Justice at the Secondary level - Dates are not set, but will follow SED timeline.
9/2020	1/2021	Utilize Child Study Team for more parent outreach and use of outside resources (School & Youth Dev. Program Supervisor and Bridges). Meetings will take place 1x per month - with the option of increasing frequency depending upon need.
9/2020	1/2021	Utilize Counselors in a greater capacity - (in-class discussion, awareness, mediation, etc.) will be ongoing throughout the fall, beginning Sept. 30
9/2020	1/2021	In class learning on the importance of bullying awareness and strategies in dealing with bullying at the Elementary and Secondary levels.

ELP or School-Selected Goal

9/2020	1/2021	Provide a better process of communicating who students can reach out to for assistance. Counselors will devise a process for teachers to refer students to them (10/1) and set monthly SEL meetings with teams. Principal will join these meetings.

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
Mid-Year Survey	None	10% reduction in mid-year survey data from September data.

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
1/2021	6/2021	Partner with Bridges (Madison County) to provide additional information and outreach about the dangers of bullying. Dates yet to be determined.
1/2021	6/2021	Continue professional development with the intention of implementation of Restorative Justice program at the secondary level. Will be using SED timeline
1/2021	6/2021	Look at the effectiveness of Counselor intervention(s) and utilize Counselors in a greater capacity (group work) 1-8, 3-12
1/2021	6/2021	In class learning regarding bullying and at the Elementary and Secondary levels. Specific lessons (above and beyond Second Step) beginning Jan. 11, Jan 14, March 8, and March 11.
1/2021	2/2021	Data analysis of reports/disciplinary referrals relevant to cases of bullying and plan with counselors based on that data.

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
Students will be on technology more than ever and the likelihood that some types of cyberbullying may increase.	Counseling staff will develop a referral form that should be filled out by all staff including bus drivers, food delivery personnel, etc. Counselors will meet 2 to 3 times a week to review all referrals and discuss current student concerns.	9/2020-6/2021
	Counseling staff, in conjunction with school psychologist (as needed), will meet 2 to 3 times a week to plan and refer as needed using a 3 tier approach; Tier 1 will be in-house strategies, Tier 2 will be to discuss formally at Instructional Support Team and consider home visits, Tier 3 will be an outside referral for more intense services.	9/2020-6/2021
	Counseling staff will continue to work to build and strengthen relationships with outside agencies and regional mental health providers.	9/2020-6/2021

Chronic Absenteeism or School-Selected Goal

Subgroup (<i>CSI schools use "All Students"</i>)	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	Reduce the number of absentee students to 13.2 percent.	14.2

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?)
Lack of motivation/interest in school	No
Lack of Parent follow-through - students are allowed to stay home.	No
Uncomfortable coming to school	No
Need for increased analysis of monitoring/assessing student attendance.	No

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
9/2020	12/2020	Increased parent contacts, increase counselor involvement to find root causes why student(s) are not coming to school. Counselors will check in with students every Wednesday (Starting in October) regarding attendance related issues.
9/2020	12/2020	Addressing SEL needs through PBIS, Second Step, Restorative Justice programs. Counselors will utilize Wednesdays to address social emotional needs of students (starting in October)
9/2020	12/2020	Create a referral process for students in need of assistance (why a student is not attending school) that will go to the Child Study Team. Team will meet monthly (starting in September) with the option of more frequent meetings if necessary.
9/2020	12/2020	Peer mentoring - virtually and once students can be in proximity of each other again. Starting Oct. 1 and utilized as needed - will take place during Homework club days, or virtually on Wednesdays.
9/2020	12/2020	School nurse, secretary, and Principal will meet weekly (every Monday starting in October) to review attendance data and begin calling families.
9/2020	12/2020	Teaching staff will communicate with parents regarding attendance (every Wednesday) beginning in September.

Chronic Absenteeism or School-Selected Goal

Mid-Year Benchmark

<p>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.</p> <p>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.</p>			
Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (<i>replace with alternate data source if not using a CA goal</i>)			
12.8	All Students	14.2	13.2

Planning for January to June

<p>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>)</p>		
Start	End	Action
1/2021	6/2021	Continue weekly meetings with School Nurse, secretary and Principal to review absenteeism data and reach out to families. This will continue every Monday.
1/2021	6/2021	Support students SEL through PBIS, Second Step, Restorative Justice (when implementation begins).
1/2021	6/2021	Increased parent contacts, increase counselor involvement to find root causes why student(s) are not coming to school. Counselors will check in with students every Wednesday (Starting in October) regarding attendance related issues.
1/2021	6/2021	Based on attendance data, utilize Madison County resources to help improve student attendance through Child Study Team. This team will continue meeting 1x per month unless there is a need to increase it to 2x per month.
1/2021	6/2021	Utilize home visits for students that are not improving with their attendance. This will be in conjunction with the Child Study Team and Madison County. Home visits will begin in January.

Chronic Absenteeism or School-Selected Goal

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 that are ill with COVID-19	Credit/content recovery programming. Flexibility with attendance through the duration of the pandemic	9/2020-6/2021
Students that are remote learning will not attend those sessions.	Increased Family/parent contact	9/2020-6/2021

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
School Selected Survey question	Is cyberbullying a problem at school.	10 percent decrease in negative responses 40% MS 50%HS	50% MS, 60% HS (2019)

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Need for more cyber-bullying/bullying awareness for both students and families at the elementary and secondary levels
Need for increased utilization of outside service agencies.
Need for increased utilization of school counselors

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
9/2020	12/2020	Full, continuous implementation of the Second Step Curriculum. Program implementation in September. Principal will meet with providers 1x per month to discuss the program, look at any available data through the program, and look at discipline data.
9/2020	12/2020	Continued Professional Development through attending the Emotional Intelligence Conference with Dr. Marc Brackett to continue learning more about the RULER Program through Yale Center for Emotional Intelligence
9/2020	12/2020	Continued professional development and implementation of Restorative Justice Program - dates tbd by NYSED
9/2020	12/2020	Increase utilization of Child Study Team/School Counselors. Team will meet 1x per month starting in September. Counselors will utilize Wednesdays to meet with students regarding cyber bullying (beginning in October and meeting every Wednesday)
9/2020	12/2020	Partner with Madison County (Bridges) to provide parents the opportunity to learn more about cyberbullying and the apps/programs students are using to do this. This will begin in October - based on Bridges availability.

Survey Goal

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
Survey	5% reduction for MS and HS

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
1/2021	6/2021	Continue use of Second Step - incorporate more of the curriculum into other areas if applicable. Continue monthly meetings (starting in January) to discuss available data from the program
1/2021	6/2021	Continued professional development with intent of implementation of Restorative Justice Program - based on NYSED timeline
1/2021	6/2021	Increase utilization of Child Study Team/School Counselors. Meeting 1x per month (starting in January) with the option of increasing those meeting times.
1/2021	6/2021	Partner with Madison County (Bridges) to provide parents the opportunity to learn more about cyberbullying and the apps/programs students are using to do this. Based on dates Bridges is available
1/2021	6/2021	Continue Professional Development through attending the Emotional Intelligence Conference with Dr. Marc Brackett to continue learning more about the RULER Program through Yale Center for Emotional Intelligence with the intention of implementation for 9/2021
1/2021	6/2021	Utilize counselors to meet with students and reach out to parents. This will happen every Wednesday, starting in January.

Survey Goal

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 will be on technology more than ever and the likelihood that some types of cyberbullying may increase along with related SEL issues.	Counseling staff will develop a referral form that should be filled out by all staff including bus drivers, food delivery personnel, etc. Counselors will meet 2 to 3 times a week to review all referrals and discuss current student concerns.	9/2020-6/2021
	Counseling staff, in conjunction with school psychologist (as needed), will meet 2 to 3 times a week to plan and refer as needed using a 3 tier approach; Tier 1 will be in-house strategies, Tier 2 will be to discuss formally at Instructional Support Team and consider home visits, Tier 3 will be an outside referral for more intense services	9/2020-6/2021
	Counseling staff will continue to work to build and strengthen relationships with outside agencies and regional mental health providers.	9/2020-6/2021

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 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. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. 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).