



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2021-22

School Comprehensive Education Plan (SCEP)

Elementary and Middle Schools in Good Standing

District	School Name	Principal	Grades Served
Yonkers City School District	School 13	Brian Gray	PreK-8

2020-21 Data

English Language Arts Data

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%	Benchmark 2 ≥80%
All Students-#	64	65	57	47
%	27	28	24	20

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%
All Students - #	33	24	10	24
%	36	26	11	26

Mathematics Data

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%	DataMate Math 2 ≥80%
All Students-#	115	64	60	51
%	40	22	21	18

Suspension Data

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Enrollment	619	652	668	612	557
Total Suspension	18	3	3	11	0
%				2%	0%

Stakeholder Participation

MTSS Referral Data

Total School Enrollment- 2019-20	Number of MTSS Referrals 2019-20	% Of Enrollment Referred	Total School Enrollment- 2020-21	Number of MTSS Referrals 2020-21	% Of Enrollment Referred
653	30	4.5	557	11	2

Chronically Absent Percentages by Subgroup

Race/Ethnicity	Chronic Absentee	Not Chronic Absentee	Grand Total	Percent Chronic Absenteeism
A	1	13	14	7%
B	24	39	63	38%
C	5	32	37	14%
H	123	302	425	29%
I	1	9	10	10%
M	11	15	26	42%
ELL	26	48	74	35%
SWD	44	68	112	39%
Grand Total	165	410	575	29%

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and secondary students grades 7/8, and in accordance with §100.11 of Commissioner’s Regulations.

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 needs and root causes.
2. Determining priorities and goals based on the needs identified.
3. Scheduling activities to occur during the year to reach these goals and priorities and identifying benchmarks for the goals identified.
4. 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: Scheduling activities to occur during the year to reach these goals and priorities and identifying benchmarks for the goals	Step 4: Identifying a plan to communicate the priorities with different stakeholders.
12/2/2020	X			
1/6/2021	X	X		
1/12/2021	X	X		
4/7/2021		X	X	
5/3/2021			X	
5/18/2021			X	
6/2/2021			X	X

Stakeholder Participation

Identify how the perspectives of stakeholders of the All-Students group have been incorporated into the SCEP. If the school targets a specific subgroup, include information in the chart below how perspectives of individuals responsible for students in that group have been incorporated into the plan.

Stakeholder group:	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup.	Teachers of all subjects participated in conversations around the data from Mid-Year and the development of CRT, where they were asked to respond to content as it pertains to subgroups. Teachers were asked to use the PD (Professional Development) to inform instruction and prepare for next year. On 5-19-21, the faculty participated in a Focus Group to discuss Covid-19 Learning Gap, SEL (Social and Emotional Learning) and Chronic Absenteeism.
Parents with children from each identified subgroup	Parents of our PTA have met to discuss the challenges of recovering from the pandemic. We have also conducted focus groups/conversations to gain feedback. Additionally, parents of 4-8 grade students had opportunity to complete a school climate survey.
Students from each identified subgroup (seventh grade and above)	We met with students in 7 th Grade to discuss the school and covid-19 impacts. These meetings have been entitled "Grade Level Town Hall Meetings." This open format has provided a voice for students and their questions/ideas.

Notes:

As the school SCEP team develops the plan, make sure to include information as to how the school will address the following:

Instructional Loss and the interventions in place

Instructional Technology – maintaining practices currently in place in the classrooms.

Social Emotional Learning - incorporating Suspension data by subgroup to monitor progress.

Stakeholder Involvement Signature Page

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. Due to the current guidelines, electronic signatures will be accepted on this page. 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.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature	
		12/2	1/6	1/12	4/7	5/3	5/18	6/2	6/10 Draft Review				
Brian Gray	Principal	X	X	X	X	X	X	X	X	X			
Sandra Guzman	Assistant Principal	X	X	X	X	X	X	X	X	X			
Shanauzelda Montgomery	Teacher/YFT	X		X				X		X			
Lauren Spagna	Teacher	X	X	X						X			
Ralph Farina	CSEA	X	X	X	X	X	X	X	X	X			
Darlene Sydnor-Pierce	CSEA					X	X	X	X	X			
Lana Woodward	CSEA									X			
Luz Maria Santiago	Parent/PTA				X				X	X			
Mariia Fundyga	Parent/PTA				X				X	X			
Ian Salon	Teacher									X			
Gisselle Hernandez	Student- 6 th Grade									X			
Alex Sosa	Student -7 th Grade									X			

ELA Goal

ELA Goal

Identify a goal for the All-Students subgroup. Additional goals may be developed for specific ESSA (Every Student Succeeds Act) subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	Using projected enrollment, we will achieve a 5% (21 students) increase of students moving up one level on Benchmark and 5% (7 students) increase of students moving up one level on ELA DataMate.

The ELA Projected Goals is based on the data above and the projected enrollment.

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%	Total Projected Enrollment
All Students-# of students 2021	116	121	108	429
Percent	27	28	24	100
2022-# of students moving to the next level	7	7	7	21

The Secondary ELA Projected Goals is based on the data above and the projected enrollment.

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%	Projected Enrollment
All Students-# of students 2021	47	34	14	34	128
%	36	26	11	26	100
2022- # of students moving to the next level	3	2	2	0	7

ELA Goal

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the ELA Goal. Note: Instructional Technology in the classroom will reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the first half of the year to address goal identified above? <i>(Add additional rows as needed)</i>		
Start	End	Action
September	January	Restructuring the 90 Minute ELA Block to address additional time for Targeted Instruction in small groups to address deficiencies; Reading (20 Minutes), Writing (20 Minutes), Phonics (15 Minutes), and AIS (30 Minutes Small group targeted strategies; 3 group rotation)
June	August	Create a Curriculum Map/ Assessment Map for the year, ensuring that all units of Benchmark are covered, and that 7&8 th Grade are paced to ensure student growth.
September	January	Secondary AIS periods focus on individualized ELA goals using our School 13 Writing Protocol. Teachers will use the Benchmark "Performance Task" as the whole class writing prompt.
September	January	Teachers will utilize the Daily Extended Practice- Teacher will utilize the "Daily Take-Home Activity Calendar (Home School tab on Benchmark) to be completed in a Homework Notebook.
September	January	One or more Inquiry based project MUST be completed for each unit and sample final product to be submitted or displayed by the assigned date.
June 2021	September	Look at how the BOCES Blended Curriculum aligns with Benchmark to ensure students are making connections and spending time on reinforcing ELA skills.
September	January	We will continue to work on developing a Growth Mindset and include frameworks related to Assesst Framing.

Mid-Year Benchmark

Identify what specifically you expect to see in the results of the Winter Benchmark/DataMate assessments to know that the school is on track to achieve the goal.		
Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups.		
Assessment	Benchmark 2/DataMate 2 Performance 2021	January 2022 Target
Benchmark Interim #2	See Chart Above	Target is to move 3 students from each percentage category: <40, 40-59, 60-79, >=80.
DataMate ELA Mid-Year Exam	See the Chart Above	Target is to move 2 students from the <40% category to the 40-59% category, move 1 from the 40-59%

ELA Goal

		to the 60-79% group, and move 1 from the 60-79% to the >=80% group.
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Planning for January to June

What will the school do in the second half of the year to ensure that it meets the goal identified above? <i>(Add additional rows as needed).</i>		
Start	End	Action
January	January	Faculty will analyze the data from Mid-Year Assessments. Determine if we are meeting the Smart Goal and restructure AIS groups.
January	June	Faculty will analyze the data from Benchmark Unit Assessments.
February	June	Faculty will group score writing samples from each grade level ensuring we address all genres of writing.
January	June	Increase the amount of time spent reading independently using Benchmark resources, online reading resources, and extended practice resources.
February	June	Faculty will group score inquiry-based projects using the Benchmark rubric.

Addressing COVID-19 Related Challenges – ELA Goal

In the space below, identify the 2020-2021 school year 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?
Increase in targeted instructional time.	Thirty minutes of the 90-minute Literacy block will be devoted to skill recovery.	September - June
Increase use of specific goals for small group instruction.	Teachers will develop individual goals that support student growth and monitor progress; goals met produce new goals.	September - June
Assess Tier I instructional strategies.	Teachers will review the Tier I checklist and adjust their practice to strengthen their instruction.	September
Benchmark Rituals and Routines	Teachers will ensure that rituals and routines are practiced setting the classroom instructional routines.	September
Identifying Reading Levels	Teachers will utilize Benchmark Informal Assessments to determine the reading levels through assessing Level Screeners (Oral Reading Assessments)	September - May

Math Goal

Math Goal

Identify a goal for the All-Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	Using projected enrollment, we will achieve a 5% (30 students) increase of students moving up one level on Math DataMate.

The Math Goal is based on the data above and the projected enrollment.

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%	DataMate Math 2 >=80%	Projected Enrollment
All Students-# of students 2021	221	121	116	99	557
%	40	22	21	18	100
2022-# of students moving to the next level	10	10	10	0	30

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the Math Goal. Note: Instructional Technology should reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the first half of the year to meet the goal identified above? (Add additional rows as needed)		
Start	End	Action
September	January	Teachers will be expected to breakdown the 90-minute Numeracy Blocks to reflect the following: Two Mini Lessons (20 Minutes each) (Whole Class Instruction, Individual Work, Group Work, and Share Out (Tier I instruction) (Total of 40 Minutes), and AIS (50 Minutes Sprints/Math Facts/SumDog Small group targeted strategies; 3 group rotation 15 minutes each with 3-minute share-out)
June	August	Teachers will develop a Curriculum Map showing how they will address all seven modules.

Math Goal

September	January	For each unit, teachers will address all topics and collect sample work. Teachers will ensure that all Unit Assessments are completed. Both the work samples and the Unit tests will be group scored by a vertical team to influence Tier II instruction.
September	January	Teachers will collect evidence of whole class and/or individual daily practice using Charts, Math Journals, Work Sample Folders, Math portfolio, and Sprints. This work will be group scored though the use of vertical teams.
September	January	Teachers will use the Module Problem Sets and Exit tickets to provide formative data to adjust their targeted instruction grouping.
September	January	Teachers will have students complete Math Sprints and SumDog Assignments daily.
September	January	Grades 6 will utilize eMath curriculum and engage in Tier I instruction that reflects the 90-minute numeracy block.
September	January	7 & 8 math teacher will use eMath to provide Tier I and Tier II instruction.
September	January	Teachers of 6-8 th grade will provide eMath Unit Assessments to inform their AIS grouping.
September	January	Administration will engage in eMath professional Development to enhance the program use and data collection/analysis.

Mid-Year Benchmark

Identify what specifically you expect to see in the results of the DataMate assessment to know that the school is on track to achieve the goal.

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

Subgroup	DataMate 2 Performance 2021	January 2022 Target
DataMate ELA Mid-Year Exam	See the chart above.	Target is to move 6 students from the <40% category to the 40-59% category, move 6 from the 40-59% to the 60-79% group, and move 6 from the 60-79% to the >=80% group.

Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(Add additional rows as needed)*

Start	End	Action
January	January	Using the Mid-Year assessment data to determine which students are cusp students in each category of achievement and focus on goal setting to identify next steps for those students being tracked.

Math Goal

January	June	Continue to use digital resources to enhance targeted instruction. These resources include: NearPod, SumDog, Castle Learning and Khan Academy.
February	April	Teachers will develop DataMate tests to mirror NYSCBT exams. This data will inform targeted grouping.
January	June	Teachers will provide digital extended practice for school vacation days that support their Tier I instruction.

Addressing COVID-19 Related Challenges – Math Goal

In the space below, identify the 2020-2021 school year 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?
Curriculum Maps created based on student deficiencies.)	After vertical discussions of topics missed, teachers will complete a Curriculum Map containing Unit pacing, Topics taught, and Assessment dates.	June 2021-August 2021
Continued practices using technology.	School will have three computer labs and laptops in classrooms to support the continued use of digital resources.	September - June
Continued transition to eMath.	Seek more PD for teachers in grades 6-8 focusing on the Pacing and Assessments.	September -November
Change from a fixed mindset to a Growth mindset for Math.	Develop language that supports academic resilience and an “I can” environment.	September - June

Social Emotional Learning Goal

Social Emotional Learning Goal

Schools should create a goal addressing one or more of the following: MTSS, SEL check ins, SEL curriculum. Include suspension data as a source to identify/monitor the goal.

June 2022 SMART Goal
By June 2022, all students will feel connected to at least one adult in the school building using SEL Check-ins, Restorative Circles and NSI SEL Strategies.
The administration and faculty will fully adopt Restorative Practice to resolve any code of conduct violations, reducing our suspension rate by 10% based on Prior-to-Covid-19 levels.
The faculty will reduce the number of MTSS referrals by 15% (reduction from 30 student to by June 2022 in comparison to last year's data.

Action Plan: August to January

What will the school do in the first half of the year to address goal identified above? <i>(Add additional rows as needed)</i>		
Start	End	Action
September	January	Continue to build a strong MBK (My Brother s Keeper) (My Brother s Keeper) program that meets twice monthly to engage in programs that support our 6 th -8 th grade boys of color addressing the MBK Milestones. Monthly speakers that promote positive relationships and inspire youth.
September	January	Teachers will use the practice of Restorative Circles daily to strengthen relationships with students, both academic and behavioral circles.
September	January	Schoolwide, teachers will use the strategies developed through our Banks Street partnership to increase student engagement and belongingness.
September	January	Each grade level will participate in an assembly/celebration of Restorative Practice. We will celebrate Elementary and Secondary Honor Roll Students by term.
September	January	Schoolwide, we will use a Restorative Think Sheet to help students understand their involvement in harming others or identifying their harmful behavior. Students will then use the think sheet to develop a restorative statement to those harmed.
September	January	We will utilize our social worker and psychologist and guidance counselor assist faculty in SEL activities.
September	January	Administration will hold Townhall meetings to increase the student voice as it pertains to the school learning environment.
September	September	Teachers will review the Tier I checklist and adjust their practice to strengthen their instruction.
September	January	School will develop a Monthly Awards for teachers to recognize students for Growth Mindset, Effort and Citizenship.

Social Emotional Learning Goal

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. 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 2022 Target
Mid-year SEL survey	70% of all students in grades 4-8 will answer in the affirmative that they feel connected to at least one adult.
Data Dive on Restorative Practice	50% of all non-Vader incidents will be successfully resolved through Restorative Practice.
MTSS Referral Rate	We will see an 8% reduction in total number of MTSS referrals by January. We will continue to keep track of the rate to which students are referred to Pupil Support Services.

Planning for January to June

What will the school do in the second half of the year to address the goal identified above? <i>(Add additional rows as needed)</i>		
Start	End	Action
January	June	Administration will conduct Student Focus Groups to further solicit student suggestions and feedback on what the school can do to support stronger relationships.
February	February	Complete the second round of Restorative Practice Town Hall Meetings with all grade levels.
February	February	Evaluate the Think Sheets for patterns of behavior and collect data on repeat occurrences.
January	February	Further discuss the MTSS process with the faculty and School Aides.
January	February	Train the School Aides on Restorative Circles and practice them during Indoor Recess.
January	June	Celebrate those who have improved through the MTSS Process.
January	January	Conduct a Parent Workshop on Restorative Practice.
January	June	School will continue Monthly Awards celebrating students, further establishing a caring community and stronger relationships.
January	June	Teachers will continue to use the practice of Restorative Circles daily to strengthen relationships with students, both academic and behavioral circles.
January	June	Schoolwide, teachers will continue to use the strategies developed through our Banks Street partnership to increase student engagement and belongingness.

Social Emotional Learning Goal

Addressing COVID-19 Related Challenges

It is likely that the school experienced challenges in this area due to COVID-19. In the space below, identify the 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?
Stronger relationships between Students and Staff as seen by the number of Mental Health Referrals.	SEL Activities Daily	Sept-June
Stronger Tier I use of Benchmark and Math Modules to address the learning gap.	PD on Tiered Instruction. Classroom support for teachers to engage in SEL activities.	Sept-June
Based on Student Focus Groups, they shared that they did not feel a strong connection to any staff members. They want activities that support teachers getting to know them as individuals.	Daily Restorative Circles with teachers who take note of responses and use this information to enhance learning.	Sept-June

Chronic Absenteeism Goal

Chronic Absenteeism Goal

Identify a goal for the All-Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	School 13 will reduce the Chronic Absenteeism rate of 29% to <10% by June 2022.

The Chronic Absenteeism Goal is based on the data below.

[*Refer to the Dataset to Inform Goals Chart](#)

	Solid CA (>80 attendance rate)	Current CA, could improve (80-89 attendance)	Currently not CA, but borderline (90-94 attendance)	Unlikely to be CA (>94 attendance)	Total Projected Enrollment
All Students-# of students 2021	105	25	43	374	557
%	19%	4%	8%	69%	100Z%
2022-# of students moving to the next level	44	22	22		88 Student will move to attendance levels.

Also using data from the chart on Schoolwide Chronic Absenteeism Percentages by Subgroup.

Action Plan: August to January

What will the school do in the first half of the year to meet the goal identified above? (Add additional rows as needed)		
Start	End	Action
September	October	School 13 will place focus on attendance during the School Open House.
September	January	School 13 will maintain the strict polices set regarding early dismissals during the 2020-21 Reopening plan to ensure that students do not lose instructional time.
September	January	We will create an Attendance Committee to focus on tracking student attendance and establish effective communication with families of concern.
September	January	School 13 will provide certificates each month for 100% perfect attendance for the month. Small prizes will be provided to students along with the certificate.

Chronic Absenteeism Goal

September	June	All students that reach 12 absences will be referred to MTSS for attendance interventions.
September	January	MTSS procedures will be followed when students have 10 or more absences. Interventions are to help families achieve higher attendance.
September	January	Teachers will establish regular communication with parents of students with attendance concerns; any more than two absences per month.
September	January	The establishment of a PBIS team to design activities that promote perfect attendance.
September	January	Develop and implement an attendance campaign "School is our Home."

Mid-Year Benchmark

The school will review attendance/chronic absentee data mid-year and identify what specifically you expect to see in the results of that data to know that the school is on track to achieve the goal.

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

Data Source	Subgroup	January 2022 Target	
5% of students with 9 or more absences	All Students		
% of Black students with 9 or more absences	Black Students	Less than 5% chronically absent as of January 2022.	
% of Hispanic/Latino students with 9 or more absences	Hispanic/Latino	Less than 5% chronically absent as of January 2022.	
% of ELL students with 9 or more absences	ELL	Less than 5% chronically absent as of January 2022.	
% of SWD students with 9 or more absences	SWD	Less than 5% chronically absent as of January 2022.	

Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(Add additional rows as needed)*

Start	End	Action
January	February	Provide focus groups ran by the Attendance Team to solicit ideas from all stakeholders; Parents, Students, Faculty, and CSEA Staff.
January	June	Continue to provide awards for perfect attendance.
January	January	Work with area restaurants to develop incentives for improvement in attendance of students who have 9 or more absences.

Chronic Absenteeism Goal

January	June	Continue to use the MTSS process to focus on the behavior of Chronic Absenteeism.
January	June	Celebrate homerooms with the highest attendance weekly through unique events. The winning homeroom will have the High Attendance Trophy to celebrate for the week. It will remain there or get passed along to the next homeroom.
January	June	Work with the Family Welcome Center to support families with potential chronic absenteeism. Network solutions to break barriers that impede attendance.
June	June	Celebrate the families that have perfect attendance as it is as much a celebration for the student as it is a reflection on the parents/guardians.

Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 challenges/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?
Identify students impacted by COVID-19 related attendance gaps.	Target families that are chronically absent and invite them to sit on the Attendance Team's Focus Groups. Family Welcome Center will help with voice to voice/ In-person meetings regarding attendance.	October-June
Survey parents of Chronically Absent children to determine the barriers.	Identify the barriers of attending and help families overcome those challenges.	October-June
Increase emotional stability for those having difficulty coming back from COVID-19 pandemic.	We will utilize Social Workers, Psychologists, Guidance Counselors, IDT, and Home Visits to help families get back to school.	September- June
Provide families with food security during tough economic times because of COVID-19 unemployment.	Create a Westchester Food Bank in the Family Welcome Center. Work with the VIVE School and our FWC to help parents/guardians with resumes and employment possibilities.	September- June

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Survey Responses	2022 Survey SMART Goal
Student	PEER	69%	Through Social emotional Check-in protocols, the students will improve the student to peer relationships through participating in 80% of the activities and decrease the total number of negative responses by 50% based on the 5 Essentials Survey.
Teachers/Students	TRTS	69% Students 80% Staff	Through Social emotional Check-in protocols, the teachers and students will improve their relationships through participating in 80% of the activities and decrease the total number of negative responses by 50% based on the 5 Essentials Survey.

Action Plan: August to January

What will the school do in the first half of the year to meet the goal identified above? (Add additional rows as needed)		
Start	End	Action
September	October	Teachers will conduct at least one Restorative Circle each day of school. The circles will be related to “getting to know you” questions.
October	November	Social worker and School Psychologist will visit classrooms to discuss strategies for positive peer interactions.
November	January	Teachers will be reminded and asked to collect data on their use of the NYSUT Teacher Rubric, specifically Element IV.1.C; Reinforces positive interactions among students. The data will be the number of times a teacher notices a student demonstrating respect for one another, the number of times students respectfully correct classmates, and the number of times a student demonstrates personal responsibility.
October	January	Teachers will use restorative circles to handle difficult peer to peer conflicts.
November	January	Administration will hold student focus groups to monitor progress as the year progresses.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically the school will expect to see in the results of that data to know that it is on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2022 Target

Survey Goal

Mid-Year SEL Survey	We will see an increase of 5% from the baseline data that refers to the total number of students who indicated positive peer interactions by January 2022.
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Planning for January to June

What will the school do in the second half of the year to ensure it meets the goal identified above? <i>(Add additional rows as needed)</i>		
Start	End	Action
January	June	Teachers will continue use of Restorative Circles to build student to peer relationships.
January	June	The data team will look at classroom removals to determine if student to peer relationships have been restored after a removal.
January	June	Administration will hold student focus groups to monitor progress as the year progresses.

Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 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 need time to think and discuss challenges.	We will use the Pupil Support team to follow up on conflicts that result in restorative practices.	September- June
Students need time to engage in positive interactions with peers.	Restorative Circles to focus on finding commonalities among students in a homeroom.	September- June

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. 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.
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
5. What is the school's plan to communicate the priorities and goals with different stakeholders?

School 13 will release the SCEP Plan with the stakeholders through several different digital formats, public townhall meetings, and school-based meetings as listed below.

1. **The SCEP Plan will be posted to our website and ConnectEd messages leading the community to its location.**
2. **The SCEP Plan will be communicated bilingually through Principal's School Plan video series.**
3. **The SCEP Plan will be emailed to all parents and students in grades 4-8.**
4. **The SCEP Plan will presented at several Public Town Hall Meetings; one in September and another in October.**
5. **The SCEP Plan will be presented to students in the Month of September.**
6. **The SCEP Plan will be presented to the CSEA Union in the Month of September.**
7. **The SCEP Plan will be presented to the YFT Union in the Month of September.**
8. **The SCEP Plan will be presented through a Remote Zoom presentation to ensure access to those at home.**