



2020-21
High School
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mt Vernon City School District	MV STEAM Academy	Sharon Bradley	9-12

Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

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	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
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	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
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	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Thur. June 4, 2020	X	X			
Tues. June 9, 2020	X	X	X		
Thur. June 11, 2020	X	X	X	X	X
Thur. June 18, 2020	X	X	X	X	X
Fri. June 29, 2020	X	X	X	X	X

TSI School Stakeholder Involvement

TSI Schools Only

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

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

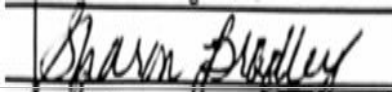
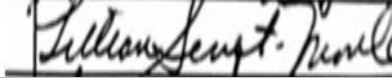



Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page


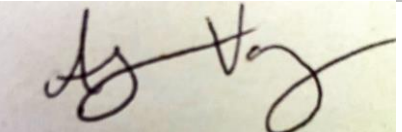
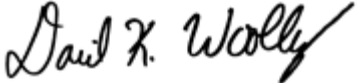


In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. 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 (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
Sharon Bradley	Principal											
Lillian Serret – Morales	Assistant Principal											
Laura Grosso	Library Media Specialist											
Karl Nifontoff	Science Teacher/ Union Representative											
T.J. Pufahl	Science Teacher											

Stakeholder Involvement Signature Page

Donna Rustin	ELA Teacher										
Ashley Vazquez	Social Studies Teacher										
David Woolley	Social Studies Teacher										
Marisol Torres	Parent										
Christian Burgos	Student										

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountabilty/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	Professional Learning Communities
SCEP Goal(s) this strategy will support	Graduation Rate, ELA, Math

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

Graduation Rate Goal

Graduation Rate Goal

Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2021 Goal		2018-19 Graduation Rate	
	ALL STUDENTS	4-year	90%	4-year
	5-year	8%	5-year	N/A
	6-year	2%	6-year	N/A

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
MV STEAM Academy is a new school. Our first graduating class will be in June, 2021.

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
Sept.2020	Sept. 2020	Senior Orientation assembly to review expectations and school resources.
Sept. 2020	Jan. 2021	Regents review courses.
Sept. 2020	Jan. 2021	AVID Elective Teachers provide constant academic and SE support for all students.
Sept. 2020	Jan. 2021	Individual parent and senior student meetings with school counselors to discuss student progress including graduation status, credit requirements and scheduling of student.
Oct. 2020	Dec. 2021	Senior meetings for students who are failing at the Interim Report deadline.
Nov. 2020	Jan. 2021	RTI meetings for students who are failing two or more classes at the Quarter 1 and 2 deadlines.

Graduation Rate Goal

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year	N/A	100%
5-year	N/A	N/A
6-year	N/A	N/A

Planning for January to June

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

Start	End	Action
Jan. 2021	June 2021	AVID Elective Teachers provide constant academic and SE support for all students.
Jan. 2021	June 2021	“Adopt a Senior” – Faculty will select the at-risk seniors, based on midyear grades, and provide academic and SE advisement to keep at-risk seniors focused.
Jan. 2021	June 2021	Teachers will administer several Practice Regents Review Exams and reteach concepts/portions as necessary.
Jan. 2021	June 2021	Guidance/RTI check-ins with “at-risk” seniors.

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
Regents Review	Offer regents review through remote learning. Teachers will include online review resources.	January – June, 2021

ELA Goal

ELA Goal

Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
ALL STUDENTS	1*	N/A%	0%	0%
	2*	N/A %	0%	10%
	3	N/A %	0%	5%
	4	N/A %	0%	5%
	5	N/A %	100%	80%

**For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
For the 2018-19 school year we did not have 11 th grade students. The English 2 Honors students took the ELA Regents, resulting in a 100% passing rate.

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
Sept. 2020	Jan. 2021	English 3 curriculum is centered around the NYS Learning Standards for ELA preparing students for the reading comprehension section, an argument essay and task analysis.
Sept. 2020	Jan. 2021	Teachers will immerse students in all areas of ELA reading, writing, listening and speaking skills. Students will receive on going instruction in critical reading and thinking, argumentation and rhetorical analysis.
Sept. 2020	Jan. 2021	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program.

ELA Goal

Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.

Assessment	January 2020 Performance	January 2021 Target
Practice Regents Exam	n/a	80%

Planning for January to June

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

Start	End	Action
Jan. 2021	June 2021	English 3 curriculum is centered around the NYS Learning Standards for ELA preparing students for the reading comprehension section, an argument essay and task analysis.
Jan. 2021	June 2021	Teachers will immerse students in all areas of ELA reading, writing, listening and speaking skills. Students will receive ongoing instruction in critical reading and thinking, argumentation, and rhetorical analysis.
Jan. 2021	June 2021	Teachers will identify struggling students in need of remediation and schedule them for the Regents Review Program and Sat School Program.
Jan. 2021	June 2021	Teachers will administer several Practice Regents Review Exams and reteach concepts/portions as necessary.

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
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ELA Goal

To continue to offer Regents Review through remote learning	Techers will include online review resources offered by Khan Academy, WCNY and PBS.	January – June, 2021

Math Goal

Math Goal

Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
ALL STUDENTS	1*	N/A%	2%	0%
	2*	N/A%	13%	10%
	3	N/A%	75%	65%
	4	N/A%	10%	25%
	5	N/A%	N/A	N/A

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

**For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (<i>and Geometry, if applicable</i>)?	Is this specific to certain sections of the school (grade/content area?)
There seems to be a disconnect between the content within the Algebra curriculum and practical applications in our student's day-to-day scenarios.	No

Math Goal

Up until the recent shift in the paradigm of mathematics education, classes and instruction have been catered towards procedural computation, as opposed to deeper creativity and understanding. Without the “why?”, there seems to exist a disconnect regarding the “how?” and ‘how-come?’ regarding algebra.	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
9/1/20	1/1/2021	Within the STEAM school, concerted efforts are made across curriculum to incorporate algebra within all content areas.
9/1/20	1/1/2021	AVID classes focus attention of annual SDG (Sustainable Development Goal) in which the emphasis is based around algebraic logic in real world situations.
9/1/20	1/1/2021	Supporting students by using best practices and lessons developed during PLC meetings and STEAM specific staff development days
9/1/20	1/1/2021	½ Day STEAM Challenge Days which focus on different areas of Algebra content.
9/1/20	1/1/2021	Expand cooperation with local colleges and universities, such as Lehman and Concordia Colleges, which expose students to fundamental concepts of Algebra in real life scenarios.
9/1/20	1/1/2021	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program.

Mid-Year Benchmark

Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments 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. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.		
Assessment	January 2020 Performance	January 2021 Target
Practice Regents Exam on curriculum covered	N/A	75%

Math Goal

between September and January.		

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, 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
1/1/20	6/26/21	Within the STEAM school, concerted efforts are made across curriculum to incorporate algebra within all content areas.
1/1/20	6/26/21	AVID classes focus attention of annual SDG (Sustainable Development Goal) in which the emphasis is based around algebraic logic in real world situations.
1/1/20	6/26/21	Supporting students by using best practices and lessons developed during PLC meetings and STEAM specific staff development days
1/1/20	6/26/21	½ Day STEAM Challenge Days which focus on different areas of Algebra content.
1/1/20	6/26/21	Expand cooperation with local colleges and universities which expose students to fundamental concepts of Algebra in real life scenarios.
1/1/20	6/26/21	Teachers will identify struggling students in need of remediation and schedule them for the after-school enrichment program.

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
To continue to offer Regents Review through remote learning	Teachers will include online review resources offered by Khan Academy, WCNY eMathInstruction and Delta Math	January – June, 2021

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
Parents	Teachers regularly inform me about how my child is doing academically.	85%	29%

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
The school recognizes that we need to focus on increasing parent participation in events such as Back to School Night and Report Card Nights, at which time parents can meet with teachers to discuss their child's academic performance.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Sept. 2020	Jan. 2021	The school will communicate more with Blackboard calls in English and Spanish
Sept. 2020	Jan. 2021	The school will increase communication through email, Schoology and written correspondence.
Nov. 2020	Nov. 2020	The parent of any student who is failing a class will receive a letter notifying them that the student is failing prior to report card night. The letter will strongly urge the parent to attend Report Card Night or make an appointment to speak to the teacher.

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
Sign-in sheets from Back-to-School Night and November Report Card Night	The school will review the sign-in sheets to see if there is an increase in parent participation.

Planning for January to June

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

Start	End	Action
Jan, 2021	June, 2021	The school increase communication through Schoology and written correspondence.
Jan, 2021	June, 2021	The school increase communication through email, Schoology and written correspondence.
Feb, 2021	Feb, 2021	The parent of any student who is failing a class will receive a letter notifying them that the student is failing prior to report card night. The letter will strongly urge the parent to attend Report Card Night or make an appointment to speak to the teacher.
Feb, 2021	Feb, 2021	The school will host our annual Parent Involvement Day.

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
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Survey Goal

Remote parental involvement.	In lieu of Report Card Night and/or Back-to-School Night, set up Zoom or telephone conferences by appointment between the student, parent and teacher.	On the corresponding dates.

ELP Goal

ELP

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

June 2021 Goal	2018-19 ELP Success Ratio

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action

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

ELP Goal

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

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

Chronic Absenteeism Goal

Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate

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?)

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

Chronic Absenteeism 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. This should represent an improvement from the same data from January 2020.

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

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences			

Planning for January to June

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

Start	End	Action

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

College, Career, and Civic Readiness

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.</p>

Targeted Monitoring

<p>Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based what the school sees as the likely results at the end of the 2020-21 school year.</p>
<p>Initial Anticipated Score of 2017 cohort</p>
<p>Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.</p>
<p>Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.</p>
<p>Readiness Measure to receive additional support and monitoring</p>
<p><i>Ex. Score of 3 or higher on AP exam</i></p>

College, Career, and Civic Readiness 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

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 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).