



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
City School District of the City of Niagara Falls	Niagara Falls High School	Mrs. Cynthia R. Jones	9 - 12

## 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. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

### Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level

### HS Indicators

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

## Stakeholder Participation

### Background

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

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
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
6-19-20 (all stakeholders)	X	X			
6-22-20 – Tenet 3C & 5A	X	X			
6-22-20 – Tenet 1D & 1E	X	X			
6-23-20 – Survey Goal & 1E	X	X		X	
6-24-20 - (all stakeholders)	X	X		X	X
6-25-20 – Tenet 3C & 5A	X	X		X	X
6-26-20 – Survey Goal	X	X		X	
6-29-20 (all stakeholders)	X	X		X	X

## Stakeholder Participation

### TSI Schools Only

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

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

## 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
		6/19	6/22	6/23	6/24	6/25	6/26	6/29	
<b>Cynthia Jones</b>	Principal	X			X			X	<i>Cynthia Jones</i>
<b>Carrie Buchman</b>	Team Administrator	X	X		X		X	X	<i>Carrie Buchman</i>
<b>Cheryl Vilardo</b>	Team Administrator	X		X	X		X	X	<i>Cheryl Vilardo</i>
<b>Edward Ventry</b>	Team Administrator	X	X	X	X			X	<i>Edward Ventry</i>
<b>Cari Dubois</b>	Teacher	X	X		X	X		X	<i>Cari DuBois</i>
<b>Miquel Carey</b>	Teacher	X			X			X	<i>Miquel Carey</i>
<b>Amy Chiarella</b>	Teacher	X	X		X		X	X	<i>Amy Chiarella</i>
<b>Mia Crumpton</b>	Pupil Service Asst.	X	X	X	X			X	<i>Mia N. Crumpton</i>
<b>Brandie Brown</b>	Parent	X	X		X	X		X	<i>Brandie Brown</i>
<b>Mary Tillman</b>	Parent				X			X	<i>Mary Tillman</i>
<b>David Wagner</b>	Student				X			X	<i>David Wagner</i>

## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

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

**Clearinghouse-Identified**

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

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

## Evidence-based Intervention

**School-Identified**

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

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

Tenet 1 or Tenet 2 Goal

Tenet 1 or Tenet 2 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>1E - Equity</b>	<b>Equitable Access and Opportunities</b> - The school's approach to discipline focuses on conflict prevention and resolution and attempts to minimize removing or isolating students.	Full School Year: By July 2021, the New York State Suspension Accountability Report will indicate a 1.5% reduction in the "Out of School Suspension Rate" for black students which is less than or equal to the "Out of School Suspension Rate" for all Students.	According to the New York State Suspension Accountability Report for the 2019-20 School Year, the NFHS "Out of School Suspension Rate" for all students was 7.5%. The "Out of School Suspension Rate" for black students was 10.5%.  Black students were suspended at a 3% higher rate than all students.

Root Causes

What <b>theories or hypotheses</b> 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?)
Poor student conflict resolution skills	Mostly 9 <sup>th</sup> and 10 <sup>th</sup> grade
Unaddressed trauma	Mostly 9 <sup>th</sup> and 10 <sup>th</sup> grade
Generational socio-economic deficiencies	

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
7/1/20	6/30/21	NFHS Champion Team will work with UB's Institute on Trauma and Trauma Informed Care to turnkey train staff and students in strategies on how to effectively address trauma.
7/1/20	8/31/20	Twilight program development: NFHS Administrators meet with Twilight staff to review and develop goals, expectations and schedule for the "new" Twilight program for the 2020-21 School Year.
7/1/20	9/30/20	NFHS Administrators and staff meet to determine placement of incoming freshmen, who were previously in Prep PRIDE program or have a history of behavior that may lead to out-of-school suspensions for black students.
7/1/20	9/30/20	NFHS Administrators and staff meet to determine placement of 10 <sup>th</sup> - 12 <sup>th</sup> grade CEC and Twilight students for recommendations to begin the school year in the "new" Twilight program or regular school day program.

## Tenet 1 or Tenet 2 Goal

8/1/20	8/31/20	NFHS Administrators and staff review and revise “Alternatives to Suspension” plan that was created in 2019-2020, including PASS program (Positive Alternative to School Suspension) and TOSH (Time Out Study Hall)
9/1/20	9/30/20	School Social Worker will work to reinitiate the “Black Excellence Mentoring Program”. Secure commitment from current and potential new mentors. Secure commitment from returning students.
9/1/20	9/30/20	Reestablish outside agencies and programs focusing on mental health, substance abuse, and empowering youth (Girls Circle, Winning Because I Tried, Clinical Counseling, Beacon Center)
10/1/20	10/30/20	Identify Freshmen who would benefit from participation in the “Black Excellence Mentoring Program”.
9/1/20	6/30/20	Transition Coordinator will monitor students returning from suspension and students transitioning between educational programs.
11/2/20	1/29/21	Students in Twilight program reviewed after 10-week and 20-week marking periods to determine if program is appropriate. Also, identify students from the regular school day who may be appropriate additions to the Twilight program.

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
PowerSchool Report	By January 2021, the New York State Suspension Accountability Report will indicate that the "Out of School Suspension Rate" for black students is less than or equal to the “Out of School Suspension Rate” for all Students.

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

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 2021 Performance	January 2021 Target
N/A	N/A	N/A

### 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
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Tenet 1 or Tenet 2 Goal

Ongoing	Jun-21	NFHS Champion Team will work with UB's Institute on Trauma and Trauma Informed Care to turnkey train staff and students in strategies on how to effectively address trauma.
Ongoing	Jun-21	Transition Coordinator will monitor students returning from suspension and students transitioning between educational programs. Also, meet with NFHS Administrators when changes to program are deemed necessary.
Jan-21	Jan-21	Review, evaluate, and modify (if necessary) the Twilight and PASS programs.
Jan-21	Jan-21	Review "Black Excellence Program" to ensure continued opportunities are provided to uplift and encourage students on their pathway to success.
Jan-21	Jan-21	Evaluate outside agencies and programs focusing on mental health, substance abuse, and empowering youth (Girls Circle, Winning Because I Tried, Clinical Counseling, Beacon Center)
Feb-21	Feb-21	The NFHS Administrators and Deans will determine the number of students suspended out-of-school for the 10- and 20- week marking periods.
May-21	May-21	NFHS Administrators and School Social Worker plan a reception for mentors and mentees from the Black Excellence Program to provide closure.

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
Due to 19-20 closure, students missed-out on programs available that assisted in reforming behaviors that lead to suspensions.	Start the "Black Excellence Program" and other outside programs back-up as soon as students return to school.	September 2020
Continue with distance programming	Redesign the student support programs to be held virtually.	September 2020

Tenet 3 or Tenet 4 Goal

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>3C: Relevance, Challenge and Enjoyment</b>	<b>Engaging Students</b> - Lessons allow students to be active participants in their learning and to learn from their experiences.	By May 2021, 25% of students will agree or strongly agree with the statement that, "Classes are interesting and keep my attention." for question T21 on the 2021 Student Voice B Survey.	2019-20 Mid-Year Student Survey Data indicates that 23% of students agreed or strongly agreed with the statement "Classes are interesting and keep my attention."

Root Causes

What <b>theories or hypotheses</b> 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?)
There is a discrepancy between the perception of students and teachers regarding student engagement in the classroom. Students report that teachers do not challenge or engage them, and they do not feel that teachers check for the understanding of all students during lessons. On the contrary, teachers indicate that they believe they are planning meaningful, engaging, challenging lessons and that they provide regular and precise feedback to students during lessons.	NO
In question T20 of the 2018-19 Student Voice B Survey, only 43.6% of students indicate, "My teachers often check to see if all students understand what is being taught." On the other hand, 85.5% of teachers indicate, "I give students regular and precise feedback throughout lessons." in the 2018-19 School Performance Scan Survey.	NO
According to the 2018-19 Student Voice B Survey question C6, only 47.5% of students strongly agree/agree that the school curriculum is challenging, while teachers report that "we (they) challenge students" with a higher percentage of 66.9% in question T50 in the 2018-19 School Performance Scan Survey in question.	NO
In question T21 of the 2018-19 Student Voice B Survey, only 21.4% of students strongly agree/agree that "classes are interesting and hold my (their) attention". While conversely, in question T43 of the 2018-19 School Performance Scan Survey, 77.9% of teachers believe "teachers construct classroom activities to ensure high student engagement".	NO
Classroom Walkthrough Data for the 2019-20 school year indicates a fluctuating percentage for the walk through Look For "Teacher successfully engages most students in discussion (student engagement)	NO

Tenet 3 or Tenet 4 Goal

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
9/1/20	9/1/20	Remind staff of building Look-Fors, Walkthrough data collection format/program, and rubrics used for walkthroughs at the opening faculty meeting in September (Learning targets are unpacked with students, Teacher successfully engages most students in discussion, check for the level of understanding of all students during the lesson)
9/8/20	9/11/20	Administrators will conduct classroom walk-throughs together in order to calibrate their understanding of the rubrics for the building Look Fors
9/8/20	12/18/20	Beginning with the month of September, administration will conduct monthly classroom walk-throughs using the 3 building Look Fors (Learning targets are unpacked with students, Teacher successfully engages most students in discussion, check for the level of all students during the lesson).
9/14/20	9/18/20	Share walk-through process with students during a class (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> ) meeting during the week of September 14, 2020
9/28/20	12/18/20	Beginning with the week of September 28, 2020, administration will feature engagement strategies observed in classrooms from the previous month using the weekly "News and Notes" memo to staff
10/1/20	12/18/20	Provide professional learning regarding Foundational Five best practices
10/5/20	12/7/20	Beginning in the month of October, administration will share monthly walkthrough data during faculty meetings and will feature an engagement strategy that was effectively implemented in classrooms from the previous month's classroom walkthroughs.
10/15/20	12/18/20	Beginning with the month of October, administration will conduct subject specific departmental meetings (two days per month to accommodate all departments) to promote collegial collaboration where teachers can discuss and share student engagement strategies that have been effective in classrooms.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	January 2021 Target
Walkthrough Data	70% of classroom walkthroughs will indicate "evident" for the building Look For criteria "most students engaged in discussion"

## Tenet 3 or Tenet 4 Goal

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals.)**

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 Performance	January 2021 Target
Mid-Year Student Survey	23% of students agree and strongly agreed with question T21	Maintain the performance of 23% of students agreeing and strongly agreeing with question T21

### 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
1/04/21	5/27/21	Beginning with the month of January, administration will conduct monthly classroom walk-throughs using the 3 building Look Fors (Learning targets are unpacked with students, Teacher successfully engages most students in discussion, check for the level of all students during the lesson).
1/04/21	5/27/21	Beginning with the week of January 4, 2021, administration will feature engagement strategies observed in classrooms from the previous month using the current month's weekly "News and Notes" weekly memo to staff
1/11/21	1/15/21	Share walk-through data with students during a class (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> ) meeting during the week of January 11, 2021
1/11/21	6/7/21	Beginning in the month of January, administration will share monthly walkthrough data during faculty meetings and will feature an engagement strategy that was effectively implemented in classrooms from the previous month's classroom walkthroughs.
2/1/21	5/27/21	Provide professional learning regarding Foundational Five best practices
2/11/21	5/20/21	Beginning with the month of February, administration will conduct subject specific departmental meetings (two days per month to accommodate all departments) to promote collegial collaboration where teachers can discuss and share student engagement strategies that have been effective in classrooms.

### 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)*

Tenet 3 or Tenet 4 Goal

Need	Strategy to Address	When
Transition to remote, digital learning may result in students becoming disengaged in instruction	1. Create a process for daily attendance, which can be used to track students who have become disengaged in instruction	August 2020
Transition to remote, digital learning will make it difficult to engage students in discussion	1. Train teachers to use Microsoft Office Teams meetings to conduct classroom discussion	September 2020, if needed
Transition to remote, digital learning will not allow classroom walkthroughs to be conducted	1. Administrators can be added to teams and conduct virtual walkthroughs of classroom activity	September 2020, if needed

## School-Selected Tenet Goal

### School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>5A - Establishing Schoolwide Practices that Support SEL</b>	<b>Schoolwide Approach</b> – The school establishes a common language and a consistent approach for SEL.	By May 2021, 45% of students will agree or strongly agree with the statement, “If I have a problem, people in my school are there to help.” for question RC18 in the Student Voice B Middle/High School Survey.	In the 2020 Mid-Year Survey, 43% of students strongly agreed/agreed with the statement “If I have a problem, people in my school are there to help.”

### Root Causes

What <b>theories or hypotheses</b> 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?)
Students should feel that there are many avenues of help or assistance in the high school during their school day. In the 2018-19 Student Voice B Middle/High Survey, in question S40, only 62.4% of students strongly agree/agree that they "have adults (counselor/social worker/guidance) to go to if I'm having trouble".	No
In the 2020 Mid-Year Survey, 95% of staff strongly agreed/agreed that “If students have a problem, there is someone there to help.” while only 43% of students strongly agreed/agreed with that same statement, which illustrates a clear difference of opinion.	No
Only 42.0% of students agreed with the statement in question T22 of the 2018-19 Student Voice B Survey, which states, "My teachers are supportive and encouraging." Conversely, 78.7% of staff feel that "Our students have people to "go to" for discussing a problem and concern." by strongly agreeing/agreeing with question S62 of the 2018-19 School Performance Scan Survey.	No
Our hypothesis is that the discrepancy in perception is attributed to a lack of communication between students and staff.	No

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
8/24/20	8/24/20	Create a “Champion Team Club” that will implement mental health campaigns in the building and recruit students to participate in the club

### School-Selected Tenet Goal

9/1/20	9/1/20	Members of the Champion Team or the Institute for Trauma and Trauma Informed Care will present to the staff during the opening faculty meetings
9/1/20	12/18/20	The NFHS Champion Team Members will participate in monthly trainings and meetings to discuss initiatives for addressing trauma in the building
9/1/20	11/1/20	Every student will identify 1-2 “trusted adults” in the building to ensure that all students have an adult with whom to connect. This data will be tracked by S.T.A.R.T. teams and shared with the staff.
9/14/20	9/18/20	Share information regarding the Institute for Trauma and Trauma Informed Care, Mental Health Grant, NFHS Champion Team, and available persons in the building who can help with the students during class meetings (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade meetings)
10/1/20	12/18/20	The Champion Team students will conduct a monthly mental health campaign to bring awareness to Trauma Informed Care Initiatives
11/1/20	12/18/20	Social workers and counselors meet individually with any student who has not identified a trusted adult in order to establish a connection.

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>
Champion Team Campaigns	At least 4 monthly student mental health campaigns will be conducted in the building by the Champion Team Club

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. <b>(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)</b>		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
<b>Data Source</b>	<b>January 2020 Performance</b>	<b>January 2021 Target</b>
2021 Mid-Year Student Survey	43% of students strongly agreed/agreed with the statement “If I have a problem, people in my school are there to help.”	Maintain the performance of 43% of students strongly agreed/agreed with the statement “If I have a problem, people in my school are there to help.” from 2019-20.

## School-Selected Tenet 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
1/04/21	6/11/21	The NFHS Champion Team Members will participate in monthly trainings and meetings to discuss initiatives for addressing trauma in the building
1/04/21	6/11/21	The Champion Team students will conduct a monthly mental health campaign to bring awareness to Trauma Informed Care Initiatives
3/17/21	3/17/21	"Adopt-A-Student" event in school – staff members write a kind note and possibly provide a small gift to remind students that they are available if students need help.

### 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
During the closure of school, students may not have been able to receive assistance for traumatic situations.	<ol style="list-style-type: none"> <li>1. Publicize the availability and role of the school social worker in the building</li> <li>2. Add to the school social workers caseload</li> <li>3. Increase referrals to outside agencies</li> </ol>	September

School-Selected Tenet Goal

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>1D - Attendance</b>	<b>Proactive Emphasis</b>	By July 2021, the rate of chronic absenteeism, (18 or more days), will reach 58.1%.	61.2% of NFHS students were considered chronically absent as of January 2020. The mid-year goal was to have fewer than 60% of students considered chronically absent.

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Based on data from 18-19 NFCSD School Performance Scan Survey and NFCSD Student Voice B Survey, students and staff responses indicate a negative attitude and outlook regarding the students' perspective on school. Both groups believe that students are not able to concentrate and focus on school in question PS45. Coupled with data from the 18-19 NYSED Chronic Absenteeism Report, there is a strong indication that students do not have a positive or outlook on attending school.	No
Students are living in poverty and coping with adverse childhood events associated with financial hardships.	No

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
End of Q1	Q3	<ul style="list-style-type: none"> <li>Continue to recognize students with improved attendance at Student of the Quarter celebrations.</li> </ul>
End of first five weeks of school	June 2020	<ul style="list-style-type: none"> <li>The Attendance Team will identify 150 "Priority Students". Staff members will "adopt" five students each to closely monitor their students' attendance and intervene when needed.</li> </ul>

### School-Selected Tenet Goal

September 2020	June 2020	<ul style="list-style-type: none"> <li>The Attendance Team will publicize the plan to enforce the 90% attendance requirement to participate in extracurricular activities including school dances.</li> </ul>
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### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
PowerSchool – Daily Attendance Rate	The Attendance Team will use PowerSchool to identify the number of students have been labeled as “Chronically Absent” (absent 9 days or more by January) to determine the percentage of student who are on track to become “Chronically Absent” by June. We would expect to see less than 60% of students who are considered “Chronically Absent” (9 days or fewer) in January.

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

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 Performance	January 2021 Target
NYSED Chronic Absenteeism Accountability Report - dated January 4, 2020	61.2% of students chronically absent	58.1% of students chronically absent

### 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
January 2021	June 2021	<ul style="list-style-type: none"> <li>START Teams continue to review their Teams’ Data Tracking spreadsheets and provide interventions and available supports.</li> </ul>
January 2021	June 2021	<ul style="list-style-type: none"> <li>Truancy Officers will track and meet with students who were tardy to school and/or chronically absent during the first half of the year.</li> </ul>

### School-Selected Tenet Goal

January 2021	June 2021	<ul style="list-style-type: none"> <li>Transition Coordinator will monitor attendance of students returning to NFHS from suspension.</li> </ul>
January 2021	June 2021	<ul style="list-style-type: none"> <li>The Twilight Program will continue and enrollment will be fluid in order to enroll students identified as chronically absent.</li> </ul>

### 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
Universal Precautions implemented to prevent second wave/closure.	NYSED and District directed	Fall 2020
Communication Plan	Widely share the COVID-related action plan to assure the school community's faith in the safety of the school environment and stakeholder's well-being.	Fall 2020
Digital accessibility data	Staff will create a student survey to determine student digital accessibility in order to learn at home during a closure.	Fall 2020
Remote instruction – daily attendance recording and tracking	If schools are closed due to COVID, a method of taking student daily attendance will be implemented.	TBD

## 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)
Students	Student Voice Survey Question T22 - "My teachers are supportive and encouraging."	By June 2021, 52% of students will Agree or Strongly Agree with question T22 on the Student Voice Survey Question "My teachers are supportive and encouraging."	42.4% of students Agreed or Strongly Agreed with the statement T22. "My teachers are supportive and encouraging."

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
There is pressure on teachers to cover all of the content and prepare students for Regents and local exams, which may not leave time to reteach and focus on a "whole child" approach.
Some teachers may have low expectations for students based on a students' background/past performance.
There may be a lack of awareness for how important it is to students to hear positive language and learn in a positive classroom environment.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	October 2020	Every teacher will be encouraged to send a positive communication (phone call, text, Remind, Parent Portal, Teams, note mailed home, etc.) to the families of each of their students during the first month of school.
September 2020	October 2020	Identify approximately ten teachers to work with Niagara Alliance for Restorative Practices to be trained in using Restorative Circles in their classrooms.
October 2020	January 2020	Teachers trained in Restorative Circles will institute daily circles to build a supportive learning environment.
September 2020	January 2021	The NFHS Champion Team will conduct a building audit to identify areas of the school, procedures, etc. that may be triggers for students and adults. The Champion Team will then create and communicate ways to staff can make NFHS a more supportive and encouraging learning environment.
September 2020	January 2021	Administrators will provide feedback to teachers during walkthroughs and observations on Domain 2A of the Danielson rubric (Creating an

## Survey Goal

		Environment of Respect and Rapport), encouraging teachers to be cognizant of providing positive feedback.
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### 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
Student Voice Mid-Year Snapshot	By January 2021, 47% of students would Agree or Strongly Agree with question T22 on the Student Voice Survey Question “My teachers are supportive and encouraging.”

## Survey 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 <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	February 2021	Every teacher will be encouraged to send a positive communication (phone call, text, Remind, Parent Portal, Teams, note mailed home, etc.) to the families of each of their students during the first month of the third marking period.
January 2021	February 2021	Identify an additional 5-10 teachers to work with Niagara Alliance for Restorative Practices to be trained in using Restorative Circles in their classrooms.
January 2021	June 2021	Teachers trained in Restorative Circles will institute daily circles to build a supportive learning environment.
January 2021	February 2021	Encourage the use of a mid-year survey in each class period that asks kids for feedback on what is going well in the class and what areas they need more help in to be successful. A sample survey could be shared with teachers using Microsoft Forms.
January 2021	June 2021	Administrators will continue to provide feedback to teachers during walkthroughs and observations on Domain 2A of the Danielson rubric (Creating an Environment of Respect and Rapport), encouraging teachers to be cognizant of providing positive feedback.
January 2021	June 2021	The NFHS Champion Team will continue to provide resources staff members can use to create a more supportive learning environment.

### 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
Staff members will need to build relationships and trust with students they may not meet in person or may only know in person for a brief time period.	Use of video calls/conferences between students and their current teachers.	During school closure periods.
Students may need assistance with accessing digital platforms and learning in a non-traditional format.	Use of a single platform for pushing out and collecting work from students. Staff members needs to learn how to use the platforms so they can assist students better.	During school closure periods

## Survey Goal

Students may move to the next grade level/course with gaps in learning as a result of school closure in Spring 2020.	Begin the year with review and reteaching of material from last year based upon students' needs. Teachers may need to focus on fewer "power standards" due to time constraints.	September 2020
Focus on students' social emotional needs resulting from the school closure.	Create time and space in class for students to express their emotions about school being closed and the re-opening. Connect students with outside supports (social worker, counselor, etc.) as needed and with parental consent.	September 2020

## 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](mailto: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).