



2022-23

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany	AHES	Rosalind Gaines-Harrell	Pre-K-5

Accountability Data

2021-2022 Accountability Data (This will be completed when data is released).

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 2021-22 school-level data for the accountability indicators below.

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

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 2021-22 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Black						
ED						
ELL						
Multi-racial						
SWD						

Stakeholder Participation

Background

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

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
9/12/2022	X	X			
10/17/2022	X	X		X	X
11/7/2022	X		X	X	X
12/5/2022	X		X		X
1/9/2023	X	X		X	X

Stakeholder Participation

2/6/2023	X	X			
3/6/2023	X	X			
4/3/2023	X	X	X	X	X
5/1/2023	X	X	X	X	X
6/5/2023	X	X	X	X	X

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 to obtain 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)22-23										Signature
		9/12	10/17	11/7	12/5	1/9	2/6	3/6	4/3	5/1	6/5	
Rosalind Gaines-Harrell	Principal											
Caryn Lasher	Teacher (K)											
Janet Escoto-LaVoie	Assistant Principal											
Erin Heid	Teacher (2nd)											
Rich Gargiula	Teacher (5th)											
Lynn Bancroft	SPED Teacher											
Peg Webb	Math Coach											
Betsy Wright	ELA Coach											
Jerome Perkins	Home/School Coordinator											
Shanae Lawrence	Community Site Coordinator											
Felicia R. Nobles	Teacher (4th)											

Stakeholder Involvement Signature Page

	Parent											

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Strategy Identified	Instructional Coaches
SCEP Goal(s) this strategy will support	ELA, Math and Science

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	


Evidence-based Intervention

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

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)	

 Copy of SCEP Guidance 2022-2023

Trimester Dates: 11/23, 3/3, 6/16

Commitment to Social Justice

As a school community, we are committed to teaching our students to use their voice in academic and extra-curricular spaces to bring attention to social justice. This year we will continue to focus on providing teachers with the professional development they need to scaffold grade level

Evidence-based Intervention

text and activate student voice. We will continue to develop our students' skills and strategies to ensure they can fully access and understand the full complexity of the grade level standard in Math, ELA and Science regardless of their foundational skill level in each subject area. We will continue to defy the myth that students cannot access grade level material until they have mastery over certain skills, as this is a myth that disproportionately impacts the academic progress of Black, Latino, Economically Disadvantaged, and Special Education subgroups. Finally, we will continue to develop our Building Equity Teams and Student Leadership Teams to ensure the continued integration of Culturally Responsive Teaching practices in our classrooms and increased student voice in decisions that are made in our school community.

ELA Goal

ELA Goal (grade level, scaffolding, voice, core actions)

Subgroup (<i>CSI schools use "All Students"</i>)	June 2023 Goal State Long-Term Goal	2021-22 ELA Academic Achievement Index	2021-22 NWEA Estimated ELA PI
All Students	117.3		58
Black	111.6		63
Economically Disadvantage	108.9		60
English Language Learner	84		29
Hispanic/Latino	109		37
Students With Disabilities	78.6		66
White	115		50

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Social justice demands that black and brown students need equitable academic opportunities. Access to grade level, standards-based instruction, while providing scaffolds for those who need it during core and small group instruction continues to be the focus of common planning time.	no
Teacher’s ability to become proficient in one or more of the (3) core actions of providing grade-level text, text-dependent questions, and student engagement in the rigorous work of the lessons are necessary in improving student outcomes. Teacher support for ELA will be focused in one of these (3) areas depending on individual need.	no

Learning for Justice Standards (achieved through complex, diverse text selection, embed in current work)

ELA Goal

Action Plan: August to January (grade level work and scaffolding)

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Gray-Not Yet				
Start	End	Action	August	September	October	November	December
September	November	Building leaders and instructional supervisors will conduct monthly walkthroughs on a core group of teachers that focus on Core Actions 2 and 3, establishing small groups and routine practices at the rigor of the standard, followed-up by written and/or face to face feedback.					
September	December	Teachers and the ELA coach will develop, implement, and monitor Tier 1 document monthly to plan for small group instruction that is scaffolded to grade level outcomes. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1 review will include a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data with the goal of improving and aligning small group instruction.					
September	December	ELA coach will Introduce Heggerty Phonemic Awareness Program for K-1 (10 minute scripted lessons daily that follow a tight scope and sequence of phonemic awareness skills).					
September	October	Teachers in grades K-2 will be provided and taught with a Foundational Skills Map which will include all grade level skills that will need to be taught each year to ensure our students are proficient readers.					
September	December	Professional development planning will intentionally focus on supporting implementation of materials for small group instruction in both ELA and Math. Addressing the unfinished instruction while also supporting teachers in developing expertise in the					

ELA Goal

		foundational skills scope and sequence, unit plans, and grade level writing.					
September	December	Coaching cycles will occur with a targeted group of teachers around integration of foundational skills scope and sequence, unit plans (including TDQs), and grade level writing as aligned to professional development opportunities.					
September	November	Teachers, with the guidance of the instructional coach, will engage in a CPT focused on planning for text dependent questioning (core action #2). CPT structure will embed discussion of equity and social justice in the unit and lesson planning process to weave these concepts throughout the fabric of our instruction.					
September	October	Students will track and set goals around their NWEA ELA data in October, January and June					
September	December	The Reading Interventionist will meet with the ELA coach weekly and the classroom teacher monthly. The interventionist will push into grades 1-5, focusing on Tier 2, 3 students.					

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2022 performance.

ELA Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.			
Assessment	January 2022 Performance	January 2023 Target	January 2023 Performance
Winter NWEA- % meeting mean RIT	All Students-20 Black-22 ED-19 H/L-8 W-14 ELL-19 SWD-20	All Students-35 Black-40 ED-40 H/L-25 W-35 ELL-30 SWD-40	
NWEA Mean Percentile	All Students-20 Black-22 ED-26 H/L-8 W -14 ELL-23 SWD-26	All Students-45 Black-45 ED-45 W -45 H/L-35 ELL-35 SWD-40	
Winter NWEA- % met projected growth	All subgroups 45% Black-47 ED- 46 H/L-38 W - 31 ELL- 42 SWD- 65	All subgroups 80%	
NWEA Mean Conditional Growth Percentile (CGP)	All Students-44 Black-46 ED-44 H/L-37 W-40 Multi-62 ELL-41 SWD-63	All subgroups 65 CGP	

ELA 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>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
1/2023	6/2023	Building leaders and instructional supervisors will continue to conduct monthly walkthroughs on a core group of teachers that focus on Core Actions 2 and 3, establishing small groups and routine practices at the rigor of the standard, followed-up by written and/or face to face feedback.						
January	June	Teachers and the ELA coach will continue monitoring the Tier 1 document monthly to plan for small group instruction that is scaffolded to grade level outcomes. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1 review will include a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data with the goal of improving and aligning small group instruction.						
January	June	ELA coach, with support from administration will continue professional development planning to intentionally focus on supporting implementation of materials for small group instruction in ELA. Addressing the unfinished instruction while also supporting teachers in developing expertise in the foundational skills scope and sequence, unit plans, and grade level writing.						
January	June	ELA coach will continue Coaching Cycles with a targeted group of teachers around integration of foundational skills scope and sequence, unit plans (including TDQs), and grade level writing as aligned to professional development opportunities.						

ELA Goal

January	June	Teachers, with the guidance of the instructional coach, will engage in a CPT focused on students providing grade level responses orally and in writing (Core action#3). CPT structure will embed discussion of equity and social justice in the unit and lesson planning process to weave these concepts throughout the fabric of our instruction.						
January	June	Students will track and set goals around their NWEA ELA data in October, January, and June.						
		The reading interventionist will meet with the ELA coach weekly and the classroom teacher monthly. The interventionist will push into grades 1-5, focusing on Tier 2, 3 students.						

Math Goal (grade level work, scaffolding, voice)

Subgroup (CSI schools use "All Students")	June 2023 Goal State Long-Term Goal	2021-22 Math Academic Achievement Index	21-22 NWEA Estimated Math PI
All	119.4		48
Black	102.6		48
H/L	105.8		48
White	119.4		--
Multi	116.1		43
SWD	78.6		38

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Teacher professional development in math has been rooted in Number Talks and standards work using NWEA and Achieve the Core as a supplement to Envisions. Teachers loop with students giving them a better understanding of the standards and how they build on one another within a two-year period.	No
The Bridges Program will be an available resource used for small group instruction in Tier 2 and Tier 3 to address unfinished teaching.	Yes, Grades 2-5 Push in by Interventionist Materials available for all instructional staff
Social justice demands that black and brown students need equitable academic opportunities. Grade level, standards-based instruction, providing scaffolds for those who need it during core continues to be the focus of common planning time.	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?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
September	December	Building leaders and instructional supervisors will conduct monthly walkthroughs on a core group of teachers that focus on establishing small groups and routines practices at the rigor of the standard, followed-up by written and/or face to face feedback.					
September	October	Building leaders will conduct weekly classroom visits with an overall focus on making sure the launch part of the 3 phase Math Instruction is solidly in place from last year’s work.					
September	December	The math interventionist will push into grades 2-5 daily, and meet with the coach weekly, review data at-least 3x per year.					
September	December	Teachers and coaches will develop, implement, and monitor Tier 1 document monthly to plan for small group instruction that is scaffolded to grade level outcomes. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1 review will include a variety of data sources, including but not limited to Bridges progress monitoring, trimester assessments, and LASW outcomes.					
November	December	Math coach will provide professional development sessions to guide teachers in research based routines of Explore, ie. “ Using the 5 Effective Math Teaching					

		Practices 1. Anticipating and 2 Monitoring , through routines such as Number Talks, Same but different, Which One Does Not Belong,would you rather, three act tasks and other three phase lesson formats” that promote student voice and discourse. Work will continue to connect the routines to the explore part of the Three Phase of Math Instruction					
September	October	Students will track and set goals around their NWEA Math data in October, January, and June.					

Mid-Year Benchmark

Identify the specific assessment of math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2022 performance.			
Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.			
Assessment	January 2022 Performance	January 2023 Target	January 2023 Performance
Winter NWEA- % meeting mean RIT	All Students-18 Black-13 ED-17 H/L-17 W-29 ELL-33 SWD-15	All Students-35 Black-40 ED-40 H/L-25 W-35 ELL-30 SWD-40	
NWEA Mean Percentile	All Students-25 Black-24 ED-25 H/L-21 W-37	All Students-45 Black-45 ED-45 W -45 H/L-35	

	ELL-34 SWD-19	ELL-35 SWD-40	
Winter NWEA- % met projected growth	All Students-45 Black-47 ED-47 H/L-38 W-31 ELL-42 SWD-65	All subgroups 80%	
NWEA Mean Conditional Growth Percentile (CGP)	All Students-48 Black-45 ED-46 H/L-50 W-34 ELL-57 SWD-65	All subgroups 65 CGP	

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>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	Building leaders and instructional supervisors will conduct monthly walkthroughs on a core group of teachers that focus on establishing small groups and routines practices at the rigor of the standard, followed-up by written and/or face to face feedback.						
January	June	Math coach will provide professional development sessions to guide teachers in research based routines of Debrief, ie. Using the 5 Effective Math Teaching Practices Step 2 Monitoring , 3 Selecting, 4						

		Sequencing and 5 Connecting. ” that promotes student voice and discourse. Work will continue to connect the routines to the explore part of the Three Phase of Math Instruction.						
January	June	Building leaders will conduct weekly classroom visits with an overall focus on making sure the Explore component of the 3 phase Math Instruction is solidly in place from last year’s work.						
January	June	Teachers and coaches will continue to implement, and monitor Tier 1 document monthly to plan for small group instruction that is scaffolded to grade level outcomes. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1 review will include a variety of data sources, including but not limited to Bridges progress monitoring, trimester assessments, LASW outcomes.						
January	June	Students will track and set goals around their NWEA ELA data in October, January, and June.						

Science

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?)
Teachers are not familiar with the (7) Crosscutting Concepts within the science curriculum and how these concepts build an organizational structure to help students to connect core ideas across disciplines and grade bands.	No
In order for students to reach proficiency, content-level language must be taught consistently. Teachers must be provided professional development to establish student performance expectations within NYS (P-5) Science Learning Standards.	No
Social justice demands that black and brown students need equitable academic opportunities. Grade level, standards-based instruction, providing scaffolds for those who need it during core continues to be the focus of common planning time.	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?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
September	December	Provide embedded professional development to enhance teacher understanding of the district resources for elementary science and how they align with the NYS (P-12) Science Learning Standards with a specific focus on the Performance Expectations.					
September	December	Identify Crosscutting Concepts and how they are embedded in other subject areas (PD).					
September	December	Review Science Standards and identify (3) concepts that should be taught within their grade-level, teaching those (3) concepts throughout the school year.					

Action Plan: 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>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	Provide embedded professional development to enhance teacher understanding of the district resources for elementary Science and how they align with the NYS (P-12) Science Learning Standards with a specific focus on the Performance Expectations.						

January	June	Identify Crosscutting Concepts and how they are embedded in other subject areas (PD)						
January	June	Review science standards and identify (3) concepts that should be taught within their grade-level, teaching those (3) concepts throughout the school year						

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2023 Goal State Long-Term Goal	2021-22 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	13.3%	42.91%
Black	18.2%	44.83 %
Economically Disadvantaged	17.9%	42.19%
Hispanic	17.8%	39.66%
SWD	9.7%	50.0%

[AHES Attendance Agenda 22.23](#)

[School Team Self-Assessment](#)

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?)
Transportation	no
Cultural Differences in the importance of education: Mandated school age is six years old. Students that are non-compulsory will not be addressed by the attendance teacher.	no
Unmet medical needs: Students are excluded for not meeting shot requirements.	no
Human Error: Monthly audits to verify student absences/versus lates not conducted consistently.	no
Mobility: Students are absent weeks leading up to a move; home insecurity/shelters.	no

Chronic Absenteeism or School-Selected Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Gray-Not Yet				
Start	End	Action	August	September	October	November	December
July	August	Beginning in July 2022, home school coordinator (HSC) will conduct home-visits throughout the summer, to focus on students who had an attendance rate of 89% or below during the 2021-2022 school year. Home-visits will focus on family barriers and provide information on the educational impact of the student’s attendance rate.					
September	October	The Attendance Team will complete the School Self-Assessment from attendanceworks.org and use the data to prioritize the needs of the school.					
September	December	The Attendance Team will restructure the monthly agenda (link above) that will consistently monitor, measure and review the self-assessment, attendance data, and action plan.					
August	December	Identify and provide targeted interventions for chronically absent students (red) and those approaching (orange).					
September	December	Once identified by an Attendance Team member, absences of students with special circumstances will be sent to the attendance liaison, classroom teacher, HSC, and nurse.					
August	December	Success Plans will be provided to “red” and revisited monthly through data tracking.					
August	September	Using SPA Model, provide clearly defined roles regarding attendance to share with staff to monitor students.					
August	December	HSC and attendance liaisons will conduct monthly home visits to targeted students.					

Chronic Absenteeism or School-Selected Goal

September	December	As a preventative strategy, monitors will target a specific-grade level to check-in with students listed as chronically absent daily and provide that information to HSC at the start of the school day.					
September	December	The attendance liaison (HSC) will use the “Root Cause” and “Breaking Barriers” documents from attendanceworks.org to accompany the MTSS Tier 1 meetings for student attendance.					
October	December	Students will be given acknowledgements and incentives (tangibles) for attendance improvement. Parents will also be recognized for improving their child’s attendance.					
November	November	Students will track their attendance daily and review 3x per year (November, March, and June).					

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 2022.				
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 2022 Results	January 2023 Target	January 2023 Performance
% of students with 9 or more absences	All	55.96	10%	
% of students with 9 or more absences	Black	57.14	8%	
% of students with 9 or more absences	Economically Disadvantaged	57.09	10%	
% of students with 9 or more absences	Hispanic	50.94	17%	

Chronic Absenteeism or School-Selected Goal

% of students with 9 or more absences	SWD	58.49	15%	
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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	The Attendance Team will again complete the School Self-Assessment from attendanceworks.org and use the data to prioritize the needs.						
January	June	HSC and attendance liaisons will continue to conduct monthly home visits to targeted students.						
January	June	As a preventative strategy, monitors will target a specific-grade level to check-in with students listed as chronically absent daily and provide that information to HSC at the start of the school day.						
January	June	The attendance liaison (HSC) will use the “Root Cause” and “Breaking Barriers” documents from attendanceworks.org to accompany the MTSS Tier 1 meetings for student attendance.						
January	June	Students will be given acknowledgements and incentives (tangibles) for attendance improvement. Parents will also be recognized for improving their child’s attendance.						
January	June	Students will continue to track their attendance daily and review 3x per year (March and June).						
January	June	HSC and attendance liaisons will continue to conduct monthly home visits to targeted students.						

Chronic Absenteeism or School-Selected Goal

<p>January</p>	<p>June</p>	<p>As a preventative strategy, monitors will target a specific-grade level to check-in with students listed as chronically absent daily and provide that information to HSC at the start of the school day.</p>						
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Survey Goal (Equity and Student Support)

Survey Goal/ Student Voice/PBIS

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Staff	“As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.”	87.5%	100%	
Staff	“Our students accept corrective feedback.”	66.7%	85%	
Parents	“Student behavior does not interfere with instruction.”	Staff 39.1% (agree) Parents 73.3% (agree)	65% 85%	
Students	If I am in a conflict/disagreement, I am able to resolve it without anger	69.7%	85%	

[Learning for Justice Standards](#) (achieved through complex, diverse text selection, embed in current work)

[SEL/PBIS Agenda Template AHES](#)

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
<i>The building-wide implementation of PBIS and SEL in every classroom has shown significant decrease, however; students need to demonstrate voice by being provided a more active role of monitoring their own data and leading restorative practices inside and outside of the classroom. The addition of Ruler will assist in this targeted area.</i>
<i>There has not been a consistent method of intervention that supports teachers who struggle with Tier1 that demonstrate reduction in student referrals.</i>

Survey Goal (Equity and Student Support)

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Gray-Not Yet				
Start	End	Action	August	September	October	November	December
August	December	The PBIS Team Members will be trained in using Ruler and provide targeted implementation to staff to turnkey as a support to students during designated faculty meetings.					
September	December	The comprehensive system of PBIS will continue to be used. Teachers will electronically track students who do not receive a score of 19 and above to the principal designee and behavioral specialist. Parents will be provided daily point sheets to monitor their child's overall progress.					
October	December	The PBIS Team along with the behavior specialist will monitor monthly student referrals and track student demographics.					
November	December	Administrator and/or peer monitor and support Tier 1 with the fidelity checklist at minimum of three times per year.(November, March, and June).					
September	December	Teachers and case managers will provide Ruler or Second Step lessons, weekly to students. Students will learn to identify and manage their own emotions and behavior.					
October	December	Solicited students in grades 4 and 5 will be trained on Mindful Moments (Sokaris/Banker/date) and provide Mindful Moment experiences at minimum once per month with their looping peers.					
October	December	Students in grades 2-5 will track their own academic, behavioral, and attendance progress and set goals					

Survey Goal (Equity and Student Support)

		based on that data three times per year.(November, March, and June).					
September	November	MTSS Tier 2 Tier 3 Team will provide a refresher course on Restorative Circles to staff and students. This will then be used to assist in managing student conflict.					
November	December	Student Support Team will review program and identify Tier 1 “invisible students” who can be provided mentorship supports.					
September	December	Building leaders will conduct monthly assemblies acknowledging student success with SEL targets, Acts of Kindness, and PBIS tickets.					
October	December	Students will hold elections and have a Leadership Team to focus on their school needs. Leadership officers will attend BLT meetings 3 times per year. (November, March, and June).					
October	December	Case managers will review point sheets of the classes that they manage and provide to those students a re-teach or provide Restorative Circles (as needed).					

Survey Goal (Equity and Student Support)

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 2022 Performance	January 2023 Performance
Survey	87.5%, 66.7%, 39.1%/73.3%, 69.7%	
Behavioral Data	Percent of Tier 1 Students Falling Below Points 3.6% Percent of Tier 2 Students 3.3%	

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>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	The PBIS Team Members will be trained in using Ruler and provide targeted implementation to staff to turnkey as a support to students during designated Faculty Meetings.						
January	June	The comprehensive system of PBIS will continue to be used. Teachers will electronically track students who do not receive a score of 19 and above to the principal designee and behavioral specialist. Parents will be provided daily point sheets to monitor their child's overall progress.						
January	June	The PBIS Team along with the behavior specialist will monitor monthly student referrals and track student demographics targeting disproportionality.						

Survey Goal (Equity and Student Support)

January	June	Teachers and case managers will provide Ruler and Second Step lessons, weekly to students. Students will learn to identify and manage their own emotions and behavior. Student Support Team will determine the best data to monitor the impact.							
January	June	Solicited students in grades 4 and 5 will be trained on Mindful Moments and provide Mindful Moment experiences at minimum once per month with their looping peers.							
January	June	Students in grades 2-5 will track their own academic, behavioral and attendance progress and set goals based on that data three times per year.(November, March, and June).							
October	December	Case managers will review point sheets of the classes that they manage and provide to those students a re-teach or provide Restorative Circles (as needed).							

Classroom Sensory Diet: <https://www.iidc.indiana.edu/irca/articles/sensory-integration-tips-to-consider.html>

[CSDA Virtual Calm Down Room](#)

Submission Assurances

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

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

Submission Assurances and Instructions

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).