



2022-23

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City SD	Albany School of Humanities	Marie Culihan	Pre-K-5th

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
Asian						
Black						
ED						
ELL						
Hispanic						
Multi-Racial						
SWD						
White						

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
<i>Example: 3/6/22</i>	<i>x</i>				
05/05/2022	X	X			
05/19/2022	X	X			
05/31/2022	X	X			
06/01/2022	X	X			

Stakeholder Participation

06/14/2022	X	X	X		
06/16/2022		X	X	X	X
06/21/2022		X	X	X	X

Evidence Based Intervention

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.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature	
		5/5	5/19	5/31	6/1	6/14	6/21						
Marie Culihan	Principal	X	X	X	X	X	X						
Glenn Westfall	Assistant Principal	X			X	X							
Susannah Sheehan	Teacher	X	X			X	X						
Regina McCormack	Teacher	X		X		X							
Regina Butler	Teacher	X		X		X							
Deah Postiglione	Teacher	X	X			X							
Jennifer Oertel	Teacher	X		X		X							
Lisa Fruscio	Teacher	X			X	X							
Stefania Sharpe	Reading Teacher	X		X		X							
Kelly Wojewodzic	Math Coach	X	X			X	X						
Lena Ferrari	Teacher	X			X	X							
Kristina Wehren	Reading Coach	X		X		X							
Laurie Wheelock	Parent	X				X							
Caroline Adam	Teacher	X			X	X							

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	
Clearinghouse used and corresponding rating	

Evidence Based Intervention

<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)	

ELA Goal

ELA Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 ELA Academic Achievement Index
All Students	State Long-Term Goal 117.3	

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?)
Albany School of Humanities Staff have not received professional development around decomposing ELA standards in order to dive deep in the progression of skills and strategies.	K-5
Tier 1 plan does not consistently reflect the multi-tiered instructional strategies needed to promote student growth.	K-5
Albany School of Humanities staff lack the training to implement foundational skills scope and sequence as revised for the 2022-23 school year.	K-2

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)			Monthly Progress Monitoring Green Complete, Yellow in Progress, Red Incomplete			
Start	End	Action	September	October	November	December
August 2022	August 2022	Coaches and school leaders will develop a professional development plan utilizing the studio model focused on unit planning and scaffolding strategies.				
September 2022	October 2022	2-5 teachers and reading teachers will plan and implement Tier 1 plans using Spring benchmark data (identification of small groups) focused on flexible				

ELA Goal

		grouping and instructional strategies with the reading teacher, ELA coach and classroom teacher(s). This will occur during initial CPT meetings.				
September 2022	October 2022	K-1 teachers will participate in review and planning of foundational skills and phonemic awareness instructional routines (Heggerty). This will occur during initial CPT meetings.				
October 2022	December 2022	Teachers will meet bimonthly with the reading teacher and ELA Coach to review all data points and update Tier 1 plans, identify targeted strategies for small group instruction, and determine how and when data will be monitored.				
September 2022	November 2022	Building leaders will focus classroom visits around small group reading time/double dose. Specific look fors will include small group instruction; more specifically, targeted strategies identified and reflected in Tier 1 planning.				
October 2022	December 2022	ELA coach will provide differentiated coaching support via coaching cycles with a specific focus around small group instruction, classroom systems for independence during the small group/double dose reading time, etc.				
November 2022	December 2022	In CPT, teachers will focus on unit planning, text analysis, and text dependent questions (Core 2) using the district Wonders unit maps.				
November 2022	November 2022	ELA coach will provide embedded professional development focused on established building-wide accountable talk norms and explicit scaffolding strategies based upon the coherence of the standards to increase student ownership.				
November 2022	December 2022	Building leaders will focus classroom visits on established building-wide accountable talk norms and explicit scaffolding strategies to increase student ownership and access to grade level text; look fors will include the ways				

ELA Goal

		in which students utilize voice through student discourse and in writing. The trends of visitation will be shared on a bi-weekly basis through weekly updates.				
November 2022	December 2022	ELA coach will provide differentiated coaching cycles based on demonstrated teacher need and will occur with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders unit plans (including TDQs), and grade level writing as aligned to professional development opportunities.				
November 2022	December 2022	Building leaders will share anonymous coaching cycle notes during weekly principal meetings with evidence of changes in teacher practice noted.				

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.			
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	56%	65%	
NWEA Mean Percentile	53	60	
Winter NWEA- % met projected growth	63%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	60	65	

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				
Start	End	Action	January	February	March	April	May
January 2023	June 2023	During CPT, teachers will utilize the district Wonders unit maps to plan culminating writing tasks that are vertically aligned and text-specific. (Core 2 & 3).					
January 2023	June 2023	With the support of the ELA coach, teachers and reading teachers will continue to meet bimonthly to review all data points to update Tier 1 plans, identify targeted strategies for small group instruction, and determine how and when data will be monitored.					
March 2023	March 2023	ELA coach will provide embedded professional development around the implementation of the culminating writing tasks (Core 3) with a specific focus on the explicit teaching that will occur on the writing standards and protocols for looking at student writing.					
April 2023	June 2023	Building leaders will conduct classroom visits around the implementation of the culminating writing tasks (Core 3) with a specific focus on the explicit teaching that will occur on the writing standards and protocols for looking at student writing.					
January 2023	June 2023	ELA coach will conduct coaching cycles with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders unit plans (including TDQs), and grade level writing as aligned to professional development opportunities.					
April 2023	June 2023	School leaders will engage in targeted walkthroughs that align with coaching cycles, to observe implementation of instruction aligned to the coaching cycle. Feedback from walkthroughs will be provided to teachers with targeted feedback and next steps.					

Math Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 Math Academic Achievement Index
All Students	State Longterm Goal 119.4	

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?)
All ASH staff are working to equip students with the independence and tools to persevere through complex mathematical learning or the mindset to engage in this process; however, there is a need for building-wide accountable talk norms (vocabulary continuum) and habits.	K-5
Our RTI resources are not streamlined and do not address the critical numeracy and computation skills of the grade level. An evidence based RTI approach is not consistent.	1-5

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
August 2022	August 2022	Coaches and school leaders will develop a professional development plan utilizing the studio model focused on the Three Phase Instructional model as well as					

		teacher-directed professional development.					
September 2022	December 2022	A school-wide book study will be facilitated by the math coach and behavior specialist during teacher-directed professional development days. The text will be <i>Taking Action: Implementing Effective Math Teaching Practices in K-Grade 5</i> .					
October 2022	October 2022	Math coach will provide initial professional development centered around Math RTI and the utilization of Bridges Intervention as a resource to address critical numeracy and computation needs in grades 1-5. (October-Tentative)					
October 2022	November 2022	Teachers will use Common Planning Time to establish RTI groups, align instructional materials (Bridges Intervention, etc.) and establishing systems for independence (Dreambox, Centers).					
October 2022	November 2022	Math coach will provide differentiated coaching support via coaching cycles and will focus around RTI systems and supports.					
October 2022	November 2022	Building leaders will conduct classroom visits during the math RTI blocks and building trends will be shared via the Weekly Update.					

October 2022	October 2022	Math coach will provide embedded professional development using a studio model on the Three Phase Instructional model. Focus will be around the explore section of the model. Emphasis will be placed on sustaining the productive struggle and teacher questioning and differentiation.					
October 2022	December 2022	Math coach will provide differentiated coaching cycles to specific classrooms who could benefit from revisiting the launch phase of the model as evidenced by classroom visits and student data.					
November 2022	December 2022	Building leaders will shift classroom visits to the Core Block with specific look fors around the explore section of the Three Phase Instructional model (student collaboration, teacher questioning, etc.). Building trends will be shared via the Weekly Update.					

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	47%	60%	

NWEA Mean Percentile	48	60	
Winter NWEA- % met projected growth	68%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	60	65	

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 2023	January 2023	Math coach will provide a second round of embedded professional development using a studio model on the Three Phase Instructional model. Focus will be around the explore section of the model. Emphasis will build on sustaining the productive struggle and teacher questioning and differentiation.						
January 2023	April 2023	Math coach will conduct coaching cycles that include modeling and/or co-teaching of the “Explore” section of the Three Phase Instructional model.						
January 2023	April 2023	Building leaders will conduct classroom visits that include specific look fors around the explore section of the Three Phase Instructional model (student collaboration, teacher questioning, etc.). Building trends will be shared via the Weekly Update.						
March	March	Data meetings will be held with grade levels K-5 and the instructional coach to triangulate math data from the NWEA benchmark assessment and classroom post assessments. RTI groups and focus will be adjusted with the support of the coach, interventionists and classroom teacher.						

April	April	Math coach will provide embedded professional development using a studio model on the Three Phase Instructional model. Focus will be around the debrief section of the model. Emphasis will be placed on facilitating a mathematical discussion which centers around the mathematical goals of the lesson.							
April	June	Math coach will conduct coaching cycles that include modeling and/or co-teaching of the “Debrief” section of the Three Phase Instructional model.							
May	June	Building leaders will conduct classroom visits during the Core Blocks and the debrief section of the Three Phase Instructional model and building trends will be shared via the Weekly Update.							

Science

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
TBD	TBD	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.					

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2023 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)	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	State Long-Term Goal 13.3%	13%	22.6%
SPED	State Long-Term Goal 19.3%	25%	41.5%
Black	State Long-Term Goal 18.2%	19%	22.4%

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?)
Medical diagnosis and health concerns have impacted our students identified with comprehensive developmental skills to attend school.	SPED
Albany School of Humanities has developed a system for students who are chronically absent. The procedures put in place do not adequately address varying family circumstances, challenges, or completed with fidelity for all students.	Whole School
NYS no excused absence policy counts a student as absent even with a legitimate doctor's note.	Whole School

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
August 2022	September 2022	The assistant principal and home school coordinator will review data to identify those students who have been chronically absent (red students) in the past school year and make calls/home visits to families to assess obstacles and anticipate needs for the upcoming year.					

Chronic Absenteeism or School-Selected Goal

August 2022	September 2022	Summer principal letter will include information regarding Why Attendance Matters, Albany School of Humanities Attendance Campaign Slogan- "Everyday Counts." A Parent Resource Guide will be developed and shared out with families with these letters at open house.					
September 2022	September 2022	Administration will include chronically absent students from the previous school year on teacher class lists. These students will be contacted by the teacher before the first day students enter the school. Teachers will write notes into schooltool.					
October 2022	December 2022	Assistant principal and home school coordinator will meet weekly with the Attendance Team to analyze chronically absent data, monitor trends, and create student action plans based on Tier levels of support. (Tier 1 all students, Tier 2 5-7% absences, Tier 3 greater than 7% absences).					
September 2022	December 2022	Building leaders will assign attendance case managers per grade level with the home school coordinator assigned to special education self-contained classrooms to monitor, report, and respond to attendance based on teacher concerns.					
September 2022	December 2022	Assistant principal will review and provide attendance protocols to the Attendance Committee outlining interventions/supports. If a student is absent two days in a row the teacher will make a personal check in with the family through a phone call and add to schooltool notes.					
September 2022	December 2022	Administration and home school coordinator will develop and implement a system that tracks positive attendance interventions for the school population and analyzes their impact on a monthly basis.					

Chronic Absenteeism or School-Selected Goal

September 2022	January 2023	Home school coordinator will complete preventive home visits for students who have more than three absences within a month from the high priority summer attendance list with attendance letters and documentation to follow.					
September 2022	January 2023	Attendance ROAR tickets will be given out to students who have a perfect week of attendance. These will be used at the school store.					
September 2022	January 2023	Teachers and students will track daily class attendance for Red Dragons. Point System - 15 Points gets two red dragons and 10 Points earns 1 red dragon. Attendance percentages will be shared out through principal weekly updates and attendance board outside the main office.					
September 2022	January 2023	Home school coordinator will attend the last ten minutes of Special Education Self Contained CPT time each week to discuss attendance concerns and interventions needed for targeted students. After three absences within a month, HSC will send a referral for the district attendance teacher to do a home visit.					

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 Chronic Absenteeism 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

Chronic Absenteeism or School-Selected Goal

% of students with 9 or more absences	All Students	10.33%	10%	
% of students with 9 or more absences	Students with Disabilities	18.46%	18%	
% of students with 9 or more absences	Black	16.7%	15%	

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
February 2023	February 2023	Mid-year attendance data will be pulled and analyzed to target chronically absent students with increased intervention; parent meeting, CICO Adult, and individual student goal setting.						
February 2023	June 2023	Administration and home school coordinator will continue to refine and implement the system that tracks positive attendance interventions for the school population and analyzes their impact on a monthly basis.						
February 2023	June 2023	Administration will meet weekly with the Attendance Team to analyze CA data, monitor trends, and create student action plans based on Tier levels of support. (Tier 1 all students, Tier 2 5-7% absences, Tier 3 greater than 8% absences.						
February 2023	June 2023	Attendance ROAR tickets will be given out to students who have a perfect week of attendance. These will be used for \$5 at the school store.						
February 2023	March 2023	Fifth Grade Leadership Team will complete positive postcards to students who have shown growth/improvement in attendance.						

Chronic Absenteeism or School-Selected Goal

February 2023	June 2023	Teachers and students will track daily class attendance for Red Dragons. Point System - 15 Points gets two red dragons and 10 Points earns 1 red dragon. Attendance percentages will be shared out through principal weekly updates and attendance board outside the main office.						
January 2023	June 2023	Home school coordinator will attend the last ten minutes of Special Education Self Contained CPT time each week to discuss attendance concerns and interventions needed for targeted students. After three absences within a month, HSC will send a referral for the district attendance teacher to do a home visit.						

Survey Goal (Equity and Student Support)

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Teachers	We have an effective system for developing and building student social-emotional health.	60%	80%	

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Staff have not been provided with consistent/in-depth training on the RULER Curriculum Guide and Pacing Maps.
Students have not been taught how to identify their emotions and strategies to support self-regulation.
An opportunity gap still exist between our students of color and white students.

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	
Sep 2, 2022	Sep 30, 2022	Building RULER Team will provide professional development focused on implementing the RULER Teaching Guide & Pacing Maps.						
October 2022	December 2022	Building RULER Team will provide explicit training/modeling for staff of Meta Moment and Blueprint implementation during principal professional development (10/20, 11/17, 12/15).						
November 2022	December 2022	Administrators will conduct Tier 1 Fidelity checks/visitations during SEL instructional time focused on the use of the RULER curriculum for						

Survey Goal (Equity and Student Support)

		their grade level.						
September 2022	December 2022	All members of the ASH community will utilize the Mood Meter to identify feelings and support social emotional awareness.						
September 2022	December 2022	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.						
September 2022	December 2022	A school-wide book study will be facilitated by the math coach and behavior specialist during teacher-directed professional development days. The text will be <i>Taking Action: Implementing Effective Math Teaching Practices in K-Grade 5</i> .						
November 2022	December 2022	Staff Equity Team will create unit plans utilizing the one-school/one book that encompass the social justice standards and text-dependent questions focused on equity.						
September 2022	December 2022	The Student Equity Team will meet monthly to focus on increasing student-voice and promoting equitable outcomes for all students.						
November	December 2022	The Student and Staff Equity Team will work together to roll out the ‘No Place for Hate’ activities for the course of the year, identifying the activities that enhance students’ understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in our school community.’						

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
Tier 1 Fidelity Checks	60% of staff implemented mood-meter during SEL Block	100% of staff implemented mood meter during SEL block
Tier 1 Fidelity Checks	18% of staff implemented daily SEL block with fidelity	80% of staff implemented daily SEL blocks with fidelity.

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 2023	Mar 2023	Staff and Student Support Team will engage in explicit training with students of the Meta moment and Blueprint anchors of RULER.						
January 2023	May 2023	A school-wide book study will be facilitated by the math coach and behavior specialist during teacher-directed professional development days. The text will be <i>Taking Action: Implementing Effective Math Teaching Practices in K-Grade 5</i> .						
January 2022	June 2023	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.						
January 2023	June 2023	Administrators will conduct Tier 1 Fidelity checks/visitations during SEL instructional time using the RULER curriculum for their grade level.						
January 2023	June 2023	Based on Tier 1 fidelity checks, the RULER Implementation Team will provide push in support to						

Survey Goal (Equity and Student Support)

		model RULER instructional practices to targeted classrooms.						
March 2023	March 2023	Staff Equity Team will create unit plans utilizing the one-school/one book that encompass the social justice standards and text-dependent questions focused on equity.						
January 2023	June 2023	The Student Equity Team will meet monthly to focus on increasing student-voice and promoting equitable outcomes for all students.						
February	May	The Equity Teams will work together to roll out the ‘No Place for Hate’ activities for the course of the year, identifying the activities that enhance students’ understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in our school community.’						

Submission Assurances and Instructions

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.

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).