New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2022-23
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
CSDA	Delaware Community School	Stacy Dobbs	PK-5

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						

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
5/16/22	X	X	X		
5/23/22	X	X			
6/3/22		X	X	X	X
6/16/22	X	X	X	X	X
6/22/22				X	X

Stakeholder Participation

6/23/22		x		X	
6/24/22	x	x			x
7/7/2022	x	x	x	x	x

TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	All teachers teach the students in our identified subgroup. This year we used a small group approach to writing the SCEP to ensure everyone's perspectives and ideas could be considered more fully. We then reviewed the whole plan as a team.
Parents with children from each identified subgroup	The parent representative was able to offer perspective in all areas that helped us shape all areas of the plan but especially the parent communication component.
Secondary Schools: Students from each identified subgroup	

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
		5/16	5/23	6/3	6/16	6/22	6/23	6/24	7/6	7/7	
Stacy Dobbs	Principal				x	x	x	x	X	x	
Theresa Montalvon	Social Worker					x		x			
Brittani Griffin	School Psychologist					x	x	x			
Kenneth Griffin	Home School Coord					x	x		X		
Vanessa Curet	Parent						x	x			
Wendy Corcione	Teacher	x		x							
Jimmy Kinney	Teacher		x								
Kristina Wehren	ELA Coach		x	x	x	x	x	x		x	
Kelly Wojewodzic	Math Coach	x		x		x	x	x		x	
Marlena Klein	Math Interventionist	x	x								
Elyse Loughlin	Teacher					x	x	x			
Maggie Burns	Reading Teacher			x		x	x	x			

Sonya Flowers	Teachers Assistant					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		
☐	What Works Clearinghouse	
	☐	Rating: Meets WWC Standards Without Reservations
	☐	Rating: Meets WWC Standards With Reservations
☐	**Social Programs That Work**	
	☐	Rating: Top Tier
	☐	Rating: Near Top Tier
☐	**Blueprints for Healthy Youth Development**	
	☐	Rating: Model Plus
	☐	Rating: Model
	☐	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

Subgroup ***(CSI schools use "All Students")***	**June 2023 Goal** State Long-Term Goal	**2021-22 ELA Academic Achievement Index**
All Students	119.4	
Black Students	111.6	

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?)
Tier 1 plans do not consistently reflect the multi-tiered instructional strategies needed to promote student growth for all students.	K-5
Lack of student progress on local curriculum based assessments (Wonders) indicate that teachers need to continue to build competency around unit planning and text-based questions to support all students in accessing grade level complex texts.	2-5
Benchmark Assessment data (easyCBM/LSA) indicate that students lack mastery of phonemic awareness and phonics skills which negatively impacts their ability to decode and build fluency.	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?			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	The scheduling team will schedule the double dose time for every classroom in grades 1-5 first (to ensure optimal time for Reading support) and build time within the master schedule for Tier 1 meetings					

		every month. The instructional TA will be scheduled to support grade K during small group instruction and grades K and 1 for RTI push in support.					
August 2022	August 2022	Coaches and school leaders will develop a professional development plan focused on unit planning and scaffolding strategies (Core 1 & 2) through an equity lens.					
August 2022	September 2022	Building leadership team will introduce ELA goals and activities to the entire school during August/September PD along with a timeline for building-wide sharing and review of data.					
September 2022	December 2022	CPT will focus on unit planning, text analysis, and text dependent questions (Core 2) as outlined in the IPG and the district Wonders unit maps.					
September 2022	September 2022	Tier 1 plans will be developed based on Spring benchmark data (identification of small groups) focused on flexible grouping and instructional strategies with the reading teacher, instructional coach, and classroom teacher(s).					
September 2022	October 2022	Unit Planning will occur during PD days.					
September 2022	October 2022	Administrative classroom visits will focus on the implementation of the Tier 1 plans.					
September 2022	October 2022	During CPT, K-1 teachers will participate in review and planning of foundational skills and phonemic awareness instructional routines (Heggerty).					

September 2022	October 2022	Classroom visits will occur around the implementation of Tier 1 plans.					
September 2022	December 2022	Classroom teachers and students will work in partnership to set personal goals utilizing the Spring 2022 and Fall 2022 NWEA benchmark data points. With the support of the classroom teacher, students will name action steps to support their work towards attaining personal goals set. This may include increased focus on Lexia lessons, etc.					
October 2022	December 2022	Teachers will meet monthly 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.					
November 2022	November 2022	ELA coach will provide embedded professional development focused on establishing building-wide accountable talk strategies and protocols and explicit scaffolding strategies that provide all students the ability to access grade-level texts when answering text-dependent questions. (Core 2) Include discussion around equity and implicit bias and how these play into beliefs and expectations around student ability to access grade-level texts.					
November 2022	December 2022	Classroom visits will occur around accountable talk strategies and protocols and explicit scaffolding strategies that provide all students the ability to access grade-level texts when answering text-dependent questions.					

November 2022	December 2022	Coaching cycles will be differentiated based upon classroom data including focuses on accountable talk strategies and protocols and explicit scaffolding strategies that provide all students the ability to access grade-level texts when answering text-dependent questions.					
November 2022	December 2022	Building leaders will share out trends of visitation through weekly updates. School leaders and coaches will identify look-fors using the IPG and walkthrough data.					

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	All- 22% Black-20%	All subgroups-50%	
NWEA Mean Percentile	All-29 Black- 27	All subgroups-50	
Winter NWEA- % met projected growth	All- 36% Black- 36%	All subgroups-80%	
NWEA Mean Conditional Growth Percentile (CGP)	All-36 Black- 31	All subgroups-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? *(add additional rows as needed)*			**Monthly Progress Monitoring** Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	**End**	**Action**	**January**	**February**	**March**	**April**	**May**	**June**
January 2023	March 2023	Building leadership team will share mid-year data and trends with the entire school during the January staff meeting.						
January 2023	June 2023	During CPT, teachers will use the IPG and district Wonders unit maps to plan culminating writing tasks that are text-specific and scaffold to analytical thinking required at grade level and all students engage in the work of the lesson (Core 2 & 3).						
January 2023	June 2023	With the support of the ELA coach, teachers, and reading teachers will continue to meet monthly 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.						
January 2023	March 2023	Classroom teachers and students will work in partnership to set personal goals utilizing the Winter 2023 and Fall 2022 NWEA benchmark data points. With the support of the classroom teacher, students will name action steps to support their work towards attaining personal goals set. This may include increased focus on Lexia lessons, etc.						
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 “I do, we do, you do” and the explicit teaching						

		that will occur on the writing standards and protocols for looking at student writing.						
April 2023	April 2023	Classroom teachers and students will work in partnership to set personal goals utilizing the Spring 2022 and Fall 2022 NWEA benchmark data points. With the support of the classroom teacher, students will name action steps to support their work towards attaining personal goals set. This may include increased focus on Lexia lessons, etc.						
April 2023	June 2023	Classroom visits will occur around the implementation of the culminating writing tasks (Core 3) with a specific focus on the “I do, we do, you do” and the explicit teaching that will occur on the writing standards and protocols for looking at student writing.						
April 2023	June 2023	Coaching cycles will be differentiated based upon classroom data including focuses on the implementation of the culminating writing tasks (Core 3) with a specific focus on the “I do, we do, you do” and the explicit teaching that will occur on the writing standards and protocols for looking at student writing.						
April 2023	June 2023	Building leaders will share out trends of visitation through weekly updates. School leaders and coaches will identify look-fors using the IPG and walkthrough data.						
June 2023	June 2023	During CPT, ELA coach will review final benchmark data and student outcomes with teachers. Teachers will hold collaborative discussions, reflecting on strategies that moved students and possible PD needs for the following year.						

June 2023	June 2023	Building leadership team will share end-of-year data and trends with the entire school during the June staff meeting.						

Math Goal

Subgroup *(CSI schools use "All Students")*	**June 2023 Goal**	**2021-22 Math Academic Achievement Index**
All Students	119.4	
Black Students	102.6	

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?)
Math lessons do not consistently provide students with enough opportunity to engage in discourse to construct meaning around math concepts and practices.	No
Teachers have not had sufficient opportunities for sustained professional development around facilitating discourse in math.	No
Though some professional learning has occurred (21-22 School Year), teachers have not had sufficient opportunities for sustained professional development around the research based Math Teaching Practices and the Three Phrase Instructional Model in math. A specific lens around equitable mathematical learning opportunities is needed at this time.	No

Action Plan: August to January

June 2022	August 2022	The scheduling team will schedule math RTI with interventionist push in support for grades *1-5 (Grades 3-5 mandatory). The instructional TA will be scheduled into RTI for				

		push in support for grade K (1 if not supported by interventionist).				
August 2022	August 2022	The instructional coaches will work in partnership with the principal to create the professional development schedule for the 22-23 school year. This will include teacher-directed professional development days, etc.				
September 2022	September 2022	Initial professional learning will center around establishing building-wide accountable talk norms and habits of discussion, as well revisiting the building commitment to the three-phase instructional model (LED) and the equity-based Math Teaching Practices.				
September 2022	September 2022	Professional development will address Math RTI and the utilization of Bridges Intervention as a resource to address critical numeracy and computation needs in grades 1-5. This training will include classroom teachers, the Math interventionist and instructional TAs. (September 27th)				
October 2022	October 2022	Common Planning Time will be used to establish RTI groups utilizing Spring NWEA benchmark data, align instructional materials (Bridges Intervention, etc.) and establishing systems for independence (Dreambox, Centers).				
September 2022	June 2023	Classroom teachers and students will work in partnership to set personal goals utilizing the Spring 2022 and Fall 2022 NWEA benchmark data points in alignment with the				

		building-wide focus around Math RTI and student goal setting. These will be reviewed each trimester and will be adjusted with the administration of each NWEA benchmark. With the support of the classroom teacher, students will name action steps to support their work towards attaining personal goals set. This may include individualized Dreambox assignments, etc.				
October 2022	November 2022	Differentiated coaching support will be provided via coaching cycles. Cycles will focus around RTI systems and supports and can include modeling of the Bridges Intervention resource.				
October 2022	November 2022	Classroom visits will occur during the Math RTI blocks and building trends will be shared via the Weekly Update. A specific look for will include the use of targeted small groups by both the classroom teacher and interventionist/instructional TA.				e
October 2022	October 2022	Professional learning focus will shift to the Core Math block and specific equity-based Math Teaching Practices encompassed within the Three Phase Instructional model (LED). The instructional coach will provide embedded professional development using a studio model on the Three Phase Instructional model (LED). Emphasis will be placed on the use of accountable talk strategies to facilitate meaningful mathematical discourse and build access to complex tasks (Launch & Explore).				
October 2022	December 2022	Differentiated coaching support will be provided via coaching cycles including modeling and/or co-teaching utilizing the LED				

		model. Specific support will be established at pre-cycle meetings and will be based upon teacher commitments named in studio classroom professional learning				
October 2022	December 2022	Classroom visits will shift to the Core block with specific look fors around the “Launch” and “Explore"sections of the three phase model. Specific look fors will include the use of accountable talk stems, task selection, etc.				

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- 23% Black-15%	50%	
NWEA Mean Percentile	All-29 Black- 23	60	
Winter NWEA- % met projected growth	All- 45% Black- 32%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	All-44 Black- 37	65	

Planning for January to June

January 2023	January 20223	Math coach will provide embedded professional development using a studio model on the Three Phase Instructional model. Focus will be around the explore and debrief sections of the model. Emphasis will be placed on sustaining the productive struggle and teacher questioning and differentiation (Explore), as well as selecting, sequencing and connecting student work (Debrief). Explicit connections to the equity-based Math Teaching Practices will be made.					
January 2023	March 2023	Differentiated support will be provided via coaching cycles. Coaching cycles may include revisiting the launch and explore sections of the LED model. This will be based upon classroom needs as evidenced in classroom visits and data. Specific support will be established at pre-cycle meetings.					
January 2023	March 2023	Classroom visits will occur during the Core block with specific look fors around the explore and debrief sections of the three phase model (student collaboration, teacher questioning, etc.). Building trends will be shared via the Weekly Update.					
March 2023	March 2023	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 2023	April 2023	Math coach will provide embedded professional development using a studio model on the Three Phase Instructional model. Focus will continue around the debrief section of the three phase model with a specific focus around facilitating mathematical discourse during					

		the debrief phase as well as using classroom data to inform next steps. Explicit connections to the equity-based Math Teaching Practices will be made.					
April 2023	June 2023	Differentiated support will be provided via coaching cycles around the Three Phase instructional model (LED). Specific support will be established at pre-cycle meetings and will be based upon teacher commitments named in studio classroom professional learning.					
April 2023	May 2023	Classroom visits will occur during the Core block with specific look fors around the debrief section of the three phase model (Math discourse, etc.). 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

Subgroup *(CSI schools use "All Students")*	**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	
Black Students	18.2	55.4%

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?)
There are insufficient levels of engagement/connections within the school building for students and families (need for more culturally responsive practices in classrooms and closer connections to students and families).	No
The school has not developed a process for effectively monitoring and developing interventions to prevent chronic attendance issues.	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, Gray-Not Yet				
Start	**End**	**Action**	**August**	**September**	**October**	**November**	**December**
August	August	The administrator will identify chronically absent students from 2021-22. The administrator will send preventative materials home to families to emphasize the importance of attendance. This will include a list of key contacts and their role within the building. (i.e. HSC, assistant principal, principal, etc.)					
July	August	HSC and administrator will reach out to families					

		of chronically absent students from 2020-21 to encourage good attendance for the upcoming school year. All contact notes will be entered in schooltool.					
August	August	Administrator/ HSC will provide teachers with a list of chronically absent students in their classes as well as strategies for encouraging regular attendance.					
August	August	Administrator/HSC will finalize attendance procedures for the upcoming school year and share out at the first staff meeting. Administrator/HSC will meet with office staff to communicate timeline and expectations for weekly reporting of attendance data and mailing of attendance letters.					
September	September	Administrator/HSC and teachers will target and connect with families of chronically absent students from 2021-22 at the beginning of the school year to build relationships. Barriers to attendance will be identified and shared with the Support Team/HSC/administrator to problem-solve around resources.					
September	October	The Attendance Team will convene weekly and monitor absenteeism data on the school data dashboard. Students will be identified as red, orange, yellow, green and prioritized for intervention based upon level of need. Following review, students who meet MTSS criteria will be referred to that team for individualized attendance plans.					
September	October	Home visits and other outreach will be conducted **daily** by HSC, and support staff. Other means of communication will be utilized, for example texting, etc. rather than just trying to call. All contacts will					

		be documented in schooltool.					
November	December	The Attendance Team will convene bi-weekly and monitor absenteeism data on the school dashboard. Students who have been prioritized will be reviewed for trends in either direction (increases or stabilization in number of absences). Attendance team will reprioritize students for intervention based upon level of need. Following review, students who meet MTSS criteria will be referred to that team for individualized attendance plans.					
November	December	Home visits and other outreach will be conducted daily by HSC, and support staff. Other means of communication will be utilized, for example texting, etc. rather than just trying to call. All contacts will be documented in schooltool.					
September	December	HSC and teachers will schedule meetings with parents/guardians to create an Absence Elimination plan.					
September	December	Attendance team will meet to plan and implement monthly school attendance recognition and celebrations.					
November	December	School will hold a school-wide celebration for student attendance (improved as well as perfect) including an incentive.					
September	December	Students will track their attendance.					

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**	49%	32.3%	
% of students with 9 or more absences	**Black**	55%	36.6%	
% of students with 9 or more absences				

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*			**Monthly Progress Monitoring** Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	**End**	**Action**	**January**	**February**	**March**	**April**	**May**	**June**
January	January	The Attendance Committee will share out data on chronic absenteeism at the monthly staff meeting and review classroom-based preventative strategies that encourage regular attendance.						
January	June	The Attendance Team will convene weekly and monitor absenteeism data on the school dashboard. Students who have been prioritized will be reviewed for trends in either direction (increases or stabilization in						

		number of absences). Attendance Team will reprioritize students for intervention based upon level of need. Following review, students who meet MTSS criteria will be referred to that team for individualized attendance plans.						
January	June	Home visits and other outreach will be conducted daily by HSC, and support staff. Other means of communication will be utilized, for example texting, etc. rather than just trying to call. All contacts will be documented in schooltool.						
January	June	HSC and teachers will schedule meetings with parents/guardians to create an Absence Elimination plan.						
January	June	Attendance team will meet to plan and implement Monthly school attendance recognition and celebrations.						
June	June	School will hold a school-wide celebration for student attendance(improved as well as perfect) including an incentive.						
January	June	Students will track their attendance.						

Survey/Equity Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
DCS Families	School staff work to support student social-emotional well-being.	60%	80%	
DCS Staff and DCS Families	Our school/family connection has resulted in student gains.	48.6% of staff and parents surveyed agreed or strongly agreed.	80%	

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Teachers and staff need to build more capacity to foster close relationships with families, as well as understand the role implicit bias plays in the development of those relationships.
The school does not have a system that adequately supports the social emotional needs of the students.
Teachers have not had opportunities for sustained exploration and discussion of equity and implicit bias and how these play into beliefs and expectations around student ability to access grade-level texts.

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	September	Turnkey training will plan for and provide training on RULER focused on the Mood Meter and charter anchors.					
August	September	Tier 1 Classroom Management plans will be implemented with fidelity and reviewed at the end of each trimester.					

August	September	The PBIS/BLT will provide clarity around the expectations and protocols for behavior and classroom management.					
September	December	Implement 3 Activities: Support grade levels in the Design of 3 Anti-Bias Activities (Includes 1 School 1 Book and Social Justice Standards).					
September	December	The Student Leadership Team will lead the signing of the No Place for Hate pledge; lead the student survey, participate in ADL workshop, use the ADL anti-bias curriculum in meetings.					
October	December	Administrators will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.					
September	December	All staff members will utilize the Mood Meter to support their own social emotional awareness and their students' in identifying their feelings.					
September	December	School-based RULER Implementation teams will meet monthly to plan and provide ongoing professional development for staff.					
September	December	Building leaders will conduct Classroom visits at least every other month to monitor implementation of SEL (RULER/PBIS).					
September	September	Teachers contact all families to introduce themselves and ensure accuracy of phone numbers in schooltool. Any numbers that do not work, teachers will send to the homeschool coordinator/Main Office to update and find an alternative way to contact families.					
October	October	The Building Equity Team will administer a needs assessment to staff to identify PD topics (on building					

		relationships with families) for the remainder of the school year.					
November	November	Based on the needs assessment, the building Equity Team will plan and offer CRE training that will encompass topics around building family relationships.					

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**
DTSDE Survey	60%, 48.6%	

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)*			**Monthly Progress Monitoring** Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	**End**	**Action**	**January**	**February**	**March**	**April**	**May**	**June**
January	June	Staff and Student support team will engage in explicit training with students of the Meta moment and Blueprint anchors of RULER.						
January	June	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.						

January	June	Building leaders will conduct classroom visits at least every other month to monitor implementation of SEL (RULER/PBIS).						
January	June	Based on the needs assessment, the Building Equity Team will plan and offer CRE training.						

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).