



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-23

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City Schools	Eagle Point Elementary	Jared Fox	Pre-K - 5

- [EPES 2021-22 SCEP Template ESSA Indicators - Elementary and Middle](#)
- [EPES SCEP Guidance 2022-2023](#)
- [EPES ESSA Table Keys and Definitions](#)
- [EPES Instructional Minutes/Scheduling Guidance for 22-23](#)
- [2022/23 SCEP Information and Guidance](#)

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						
ECO						
Hispanic						
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
<i>Example: 3/6/22</i>	x	x			
3/23/2022	x	x	x		
4/13/2022	x	x	x		
5/25/2022		x	x		
6/13/2022				x	x
6/14/2022				x	x

TSI Schools Only

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

Stakeholder Participation

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	All data that is incorporated into summer planning, MTSS, weekly CPT, principal PD, weekly email updates and embedded PD specifically identifies and highlights students within these subgroups. This has become a norm called “priority students” and is used to provide scaffolding support in group work, Tier 1 planning, and equitable safeguards in the MTSS process.
Parents with children from each identified subgroup	All stakeholders, outside of direct building staff, that participate in district-wide stakeholder meetings (district equity meetings), SCEP planning, BLT and student equity teams (4th and 5th grade) are stakeholders with children (or students themselves) from the targeted subgroups. This is to ensure that our targeted subgroups are represented in all of our decision making.
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable 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)										Signature
		3/23	4/13	5/25	6/13	6/14						
Kevin Retell	Grade 4 Teacher	x	x	x	x	x						Kevin Retell
Susan Paultre	Math Coach	x	x	x	x	x						Susan Paultre
Melissa Shelmerdine	Grade 2 Teacher	x	x	x	x	x						Melissa Shelmerdine
Molly Mullen	Grade 1/2 Co-teach	x	x	x	x	x						Molly Mullen
Melissa Keen	Home School Coordinator	x	x	x	x	x						Melissa Keen
Karyn Barry	Grade 1 Teacher	x	x	x	x	x						Karyn Barry
Gregory Dillon	Grade 3 Teacher	x	x	x	x	x						Gregory Dillon
Elizabeth Despart	ELA Coach	x	x	x	x	x						Elizabeth Despart
Jared Fox	Principal	x	x	x	x	x						Jared Fox
Tiffany Chandler	Parent				x							Tiffany Chandler
Jessica Ross	Parent				x	x						Jessica Ross
Fran LoGiudice	Grade 2 Teacher				x							Fran LoGiudice

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	
<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

Evidence-based Intervention

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
Black	111.6	
ECO	108.9	
Hispanic	109	
SWD	78.6	

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?)
Core Instruction, Small Group Instruction and Rtl implementations are inconsistent due to training, staffing shortages, and acceptance of these new structures for teaching and learning.	
Learning continues to be affected by staffing and student absences	

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	The building leader will create and maintain monthly CPT and Tier 1 meeting schedules.					
September	December	Reading teachers and literacy coach will work with classroom teachers to create, implement, and update monthly Tier 1 Plans utilizing NWEA, easyCBM, LSA and KSA data.					
September	October	Principal will focus walkthroughs on implementation of student access to the Wonders grade-level texts.					
September	December	Principal will provide teachers with a list of at or above grade-level books that will be aligned/organized for Tier 1 plans/Wonders Units for teachers to access to use in alignment with student skills and/or standards. (pulling skill from book). The literacy coach and reading teachers will be responsible for supporting this practice during Tier 1 planning meetings.					
September	December	The literacy coach will facilitate subject-area planning with teachers during PD and CPT, focusing on revised Wonders Units, Small Group Instruction, and Rtl Blocks aligned with Tier One plans.					

ELA Goal

September	December	Teacher/Principal PD will focus on new units of study, Tier 1 planning and small group instruction including “take aways” or “make it and take it” supporting documents.					
September	December	The building leader and literacy coach will visit classrooms to ensure the successful implementation of Small Group Instruction and determine where the building is on the continuum with the Three Core Actions (focus on Core 1 & 2).					
October	December	Literacy coach and home school coordinator will create a parent communication document/guide on accessing class aligned literature books and/or texts from home to support students at home.					
October	December	Teachers will work with the literacy coach to implement text dependent questions (Action Core 2) for instruction, and implementation of the new literacy maps. This will include PD of Core Actions 1 and 2 with an emphasis on Core Action 2.					
October	November	Principal classroom visits/walkthroughs will focus on Tier 1 implementation of plan.					
November	December	Teacher/Principal PD with ASH to review and share ideas - Action Core 1/2 with movement towards Core 3.					

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	51%	60%	
NWEA Mean Percentile	49	60	
Winter NWEA- % met projected growth	51%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	48	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)*

Start	End	Action	Monthly Progress Monitoring					
			January	February	March	April	May	June
January	June	Teachers will work with students to develop their proficiency in responding to grade level questions orally and in writing. Implementation of Core Action 3 grade level questions orally in writing.						

ELA Goal

January	February	Building leaders, literacy coaches and reading teachers will review all building level data to assess progress towards 80 percent mastery and implement changes to support classroom instruction.						
January	June	The literacy coach will facilitate subject-area planning with teachers during PD and CPT, focusing on Small Group Instruction and RtI Blocks aligned with Tier One plans.						
January	June	The building leader and literacy coach will visit classrooms to ensure the successful implementation of Small Group Instruction and determine where the building is on the continuum with the Three Core Actions (focus on Core 2 & 3).						
January	June	Teachers will work with the literacy coach to implement standards aligned core instruction, text dependent questions for instruction, and implementation of the new literacy maps.						
January	June	Teachers will work with students to develop their proficiency in responding to grade level questions orally and in writing.						
January	June	Building leaders will observe CPT meetings and use the data/discussions to perform targeted walkthroughs to assess grade-level instruction and instructional practices. The building leader will then use the walkthrough data for targeted feedback and individualized PD.						

Math Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal State Long-Term Goal	2021-22 Math Academic Achievement Index
Black	102.6	
Hispanic	105.8	
ED	107.8	
SWDs	78.6	

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?)
All EPES staff have not equipped students with the independence and tools to persevere through complex mathematical learning or the mindset to engage in this process.	K-5
Math RTI scheduling was impacted by the Covid19 pandemic. Math RTI was not implemented with fidelity across the building during this time.	K-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	October	Professional Development for the unpacking and implementation of Bridges provided by the coach and the interventionist.					
September	November	Math coach will model Bridges for grades 1 - 5 during the first 2 months of the school year. During Teacher PD/Principal PD teacher can follow up with the coach for any questions or pitfalls. As a backup, a release time will be provided to teachers in grades K-2 to observe math interventionists in another teacher's classroom.					
August	September	The instructional coach, math interventionist and principal will meet to review Spring 2022 benchmark data (NWEA and district assessments). A schedule of support and classroom groups will be established. The team will also review the Math RTI interventionist resource: <i>Bridges Intervention</i> . Math RTI recommendations will be reviewed at initial CPT meetings, as well as suggestions for classroom groups.					
September	November	Building leaders and instructional supervisors will have classroom visits that focus on implementation					

Science Goal

		of the Three Phase Instructional model. Building leaders will focus their lens around the launch of the lesson and teacher’s facilitation of student discourse. Principal PD will be on the building leader’s lens - options of what launch would entail.					
September	November	Based on teacher and staff feedback, the building leader will provide teachers with embedded PD for one of the core concepts of math (checkbox list of items/resources/instruction).					
September	November	Coaches and interventionists will meet weekly to monitor progress and share the results with the principal. Once the data is shared with the principal, there will be a plan put in place in order to share the impact that the RTI has had on students and what adjustments may need to be made in implementation of the RTI plan.					
September	June	Math coach will create a “parent” newsletter or focus form for what students are currently learning and some strategies on how to support them at home at the end of each trimester.					
October	November	Math night (connecting with families).					
December	January	Math coach will provide embedded professional development on the Three Phase Instructional model. Emphasis will be placed on the explore and opportunities for student discourse.					
December	January	Building leaders and instructional supervisors will have classroom visits that focus on the implementation of the Three Phase Instructional model. Building leaders will focus their lens around the “explore” of the lesson and teacher’s facilitation of student discourse. Principal PD will be on the building leader’s lens - options of what “explore” would entail.					
December	January	Teachers will implement the Three Phase instructional model with a specific focus around the “explore” of a lesson. Coaching cycles will occur following professional development and/or principal walkthroughs.					

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	43%	50%	

Science Goal

NWEA Mean Percentile	44	60	
Winter NWEA- % met projected growth	50%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	52	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	March	A review of classroom visits, NWEA data and regular meetings with the coaches will determine the success implementation of the explore phase of the Three Phase Instructional Model.						
January	March	Math coach will provide embedded professional development for Bridges training and continued support with small group instruction.						
January	June	Coaches and interventionists will meet weekly to monitor progress and share the results with the principal. Once the data is shared with the principal, there will be a plan put in place in order to share the impact that the RTI has had on students and what adjustments may need to be made in implementation of the RTI plan.						
January	June	Math coach will provide embedded professional development on the Three Phase Instructional model. Emphasis will be placed on the explore and task selection, with transition leading into the Debrief.						
January	June	Building leaders and instructional supervisors will have classroom visits that focus on implementation of the Three Phase Instructional model. Building leaders will focus their lens around the explore of the lesson and teacher’s facilitation of student discourse as well as task selection.						
March	June	Teachers will implement the Three Phrase instructional model with a focus on the “explore” and transitioning into the debrief of a lesson. Coaching cycles will occur following professional development and/or principal walkthroughs.						
May	June	The instructional coach and teachers will share out the year’s work at the May principal professional development and will speak to next steps in the school’s work towards the Three Phase Instructional Model.						
May	June	Math coach will provide embedded professional development opportunities for vertical planning with the 2023-2024 school year.						

Science Goal

May	June	If time allows, a "Tag Out" opportunity will be created for teachers to observe each others' work with the Three Phase Instructional Model to provide opportunities for planning for 2023-2024 school year.						
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Science Goal

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)
Black	18.2	25.8%
ECO	14.8	24.8%
Hispanic	17.8	21.3%
SWD	19.3	23.8%

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.	
Eagle Point 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.	

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
June 2022	September 2022	The principal and home school coordinator will conduct a school-wide attendance survey for all students identified as chronically absent and TSI subgroups (including optional parent surveys). The data will be used to make targeted calls/home visits to families to assist with obstacles identified in the survey.					
June 2022	September 2022	An early Summer Principal letter will include information regarding; Why Attendance Matters, current student attendance data and options for an attendance plan for 2022/23 school year.					
June 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.					
September 2022	December 2022	Home school coordinator will meet bi-weekly with the attendance team to analyze chronically absent data, monitor trends, and create student action plans based on Tiered levels of support.					

Chronic Absenteeism or School-Selected Goal

September 2022	December 2022	Attendance case managers will be assigned to TSI subgroups, specifically special education self-contained classrooms to monitor, report, and respond to attendance based on building data concerns.					
September 2022	December 2022	Attendance Protocols will be reviewed and provided to the Attendance Committee outlining interventions/supports. EPES 2022/23 Attendance Flow Chart					
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 SOAR tickets will be given out to students who have a perfect week of attendance. These can be used at the school store in compliance with PBIS incentives.					
November 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.					

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	Black	42%	19.6%	
% of students with 9 or more absences	ECO	45%	18.5%	
% of students with 9 or more absences	Hispanic	37.2%	*17.8%	
% of students with 9 or more absences	SWD	52.5%	*19.3%	
			*State MIP	

Chronic Absenteeism or School-Selected 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, Gray-Not Yet					
Start	End	Action	January	February	March	April	May	June
February 2023	February 2023	Midyear 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 will meet bi-weekly with the attendance team to analyze TSI data, monitor trends, and accountability of SIP data on Schooltool.						
February 2023	June 2023	Attendance SOAR tickets will be given out to students who have a perfect week of attendance. These will be used at the school store in compliance with PBIS incentives.						
February 2023	March 2023	4th/5th Grade Equity/Leadership Team will complete positive incentives to students who have shown growth/improvement in attendance.						
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.						

Survey Goal (Equity and Student Support)

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Students	If I am feeling upset for any reason, I know how to seek out help.	65.9%	80%	
	If I am in a conflict/disagreement , I am able to resolve it without anger.	66.9%	80%	
	Students say that staff do not show any preconceived biases toward any student group.	64.3%	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	Professional development focused on implementing the RULER Teaching Guide & Pacing Maps.					
October 2022	December 2022	Explicit training/modeling for staff of Meta Moment and Blueprint implementation during principal professional development for October and November.					
November 2022	December 2022	RULER team will conduct Tier 1 Fidelity checks/visitations during SEL instructional time focused on the use of the RULER curriculum for their grade level.					
September 2022	December 2022	All members of the EPES community will utilize the Mood Meter to identify feelings and support social emotional awareness.					
September 2022	December 2022	Principal will provide a bi-weekly meeting time for School-based RULER Implementation teams to meet monthly to plan and provide ongoing professional development for staff.					

Survey Goal (Equity and Student Support)

September 2022	December 2022	A school-wide book study will be facilitated by the home school coordinator and behavior specialist during teacher-directed professional development days. The text will be <i>Uncomfortable Conversations with a Black Man</i> by Emmanuel Acho.					
October 2022	December 2022	The Student Equity Team will meet bi-weekly to focus on their book study (<i>Uncomfortable Conversations with a Black Boy</i> by Emmanuel Acho), increasing student-voice and ensuring equitable outcomes for all students. These meetings will be facilitated by the home school coordinator.					

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	65.9%, 66.9%, 64.3%	

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 2023	June 2023	The Student Equity Team will meet bi-weekly to focus on their book study (<i>Uncomfortable Conversations with a Black Boy</i> by Emmanuel Acho), increasing student-voice and ensuring equitable outcomes for all students. These meetings will be facilitated by the home school coordinator.						
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 2022	June 2023	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.						
January 2023	June 2023	The RULER team will conduct Tier 1 Fidelity checks/visitations during SEL instructional time using the RULER curriculum for their grade level.						

Survey Goal (Equity and Student Support)

January 2023	June 2023	Based on Tier 1 fidelity checks, the RULER implementation team will provide push in support to model RULER instructional practices to targeted classrooms.						
January 2023	May 2023	A school-wide book study will be facilitated by the home school coordinator and behavior specialist during teacher-directed professional development days. <i>The text will be Uncomfortable Conversations with a Black Man by Emmanuel Acho.</i>						
February 2023	March 2023	Staff Equity Team will meet with the student equity team to discuss their book study. (<i>Uncomfortable Conversations with a Black Man vs. Uncomfortable Conversations with a Black Boy</i>).						

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).