



2022-23

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
City School District of Albany	Montessori Magnet School	John Powell	PK-5

Accountability Data

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

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2021-22 school-level data for the accountability indicators below.

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

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2021-22 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

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

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			
4/12/22	x	x			
5/2/22	x	x			
5/11/22	x	x			
5/23/22	x	x			

Stakeholder Participation

5/26/22	X	X			
6/1/22	X	X			
6/6/22		X	X	X	X
6/8/22		X	X		
6/9/22		X	X	X	X
6/22/22		X	X	X	X

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

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

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable to obtain the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)											Signature
		4/12	5/2	5/11	5/23	5/26	6/1	6/3	6/6	6/8	6/9	6/22	
Akira Marshall	HSC	X		X					X				
Sabrina Brown	Att. Teacher	X		X					X				
Marina Marcou-O’Malley	Parent		X						x		x	x	Virtual participation
Annette Panzironi	Parent		X						x		x	x	Virtual participation
Mary-Kate Kraus	Parent		X						x		x		Virtual participation
Dana Brown	Parent		X						x		x		Virtual participation
John Powell	Principal	X	x	x	x	x	x	x	x		x		
Deanna Carras	Teacher - BLT		X										
Maran Person	ELA Coach				X	x							
Kim McDounough	Math Coach						x	x					
Sara McGraw	Math Super							x					

Stakeholder Involvement Signature Page

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)											Signature	
		4/12	5/2	5/11	5/23	5/26	6/1	6/3	6/6	6/8	6/9	6/22		
Akira Marshall	HSC	X		X					X					
Sabrina Brown	Att. Teacher	X		X					X					
Marina Marcou-O'Malley	Parent		X						x		x	x	Virtual participation	
Annette Panzironi	Parent		X						x		x	x	Virtual participation	
Sue Hodom	Social Worker	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.

X **State-Supported Evidence Based Strategy**

Stakeholder Involvement Signature Page

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

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	

Stakeholder Involvement Signature Page

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	
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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?)
A need for continued training relative to Core instruction, how to structure and implement SGI, and how to carry out instruction based on Tier One plans.	No
Social justice demands that black and brown students need equitable academic opportunities. Access to grade level, standards-based instruction, while providing scaffolds for those who need it during core and small group instruction continues to be the focus of common planning time.	No
A need for training around the implementation of the updated foundational skills scope and sequence	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? Establish the expectations around specifically how SGI/ Core instruction will look in each grade. Provide ongoing pd and feedback to ensure proper execution.			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	Classroom/reading teachers/coach will establish, implement, and update Tier 1 plans informed by					

ELA Goal

		NWEA/ easyCBM/ Strong & Stahl. Monitored through monthly meetings.					
September	December	MTSS will use spring NWEA, Strong/Stahl assessments, and wpm data to fluidly allocate reading teacher support/double dose across grades K-5.					
September	October	Building leader will conduct formal and informal classroom visits or walkthroughs focused on the implementation of CORE Action 1 & 2 (grade level text for all students/text dependent questions) are in place.					
September	October	Coach will provide PD during CPT focused on expectations for small group instruction (structure/setting groups/determining skills of focus) supported by Tier One plans.					
September	December	Coach will guide the developing understanding of the newly rolled-out curriculum maps with specific focus on the maps support of CORE 1 & 2 during CPT and embedded PD.					
September	December	Teachers in grades 3-5, with the guidance of the instructional coach and school leaders, will engage in a CPT focused on planning for the lesson and unit text dependent question (core action #2- addressing each of the four components of the core action holistically). CPT will be structured to embed discussions of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status, and racial/culture backgrounds.					
September	December	Coach will guide the developing understanding of the newly rolled-out K-2 Foundational Skills Maps.					
October	December	ELA coach will provide differentiated coaching support via coaching cycles with a specific focus around small group instruction, classroom systems for					

ELA Goal

		independence during the small group/double dose reading time, etc.					
October	December	Assess the degree to which SGI is in place through the use of admin/coach classroom visits and feedback.					
November	December	ELA coach will provide differentiated coaching cycles based on demonstrated teacher need with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders unit plans/ Text-Dependant Questions, and grade level writing as aligned to professional development opportunities.					
November	December	Building leader will assess progress made through additional formal and informal classroom visits or walkthroughs following coach-led PD, focused on the implementation of CORE Action 1 & 2.					

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 -66% B-34% H-70% SWD-10% ELL- X%	All -71% B-50% H-75% SWD-50% ELL-X%	

ELA Goal

	ED-49%	ED-54%	
NWEA Mean Percentile	All -60% B-37% H-58% SWD-13% ED-47%	All -66% B-50% H-63% SWD-50% ED-52%	
Winter NWEA- % met projected growth	All -52% B-43% H-59% SWD-44% ED-50%	80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	All -48% B-41% H-55% SWD-37% ED-45%	All -60% B-65% H-65% SWD-65% ELL-N/A ED-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	June	Classroom/reading teachers/coaches will update Tier 1 plans informed by NWEA/ easyCBM/ Strong & Stahl. Monitored through monthly meetings.						
January	June	MTSS will use available data to determine allocation of the reading teachers during double dose (Small Group Instruction) access across grades K-5.						
January	January	Assess the degree to which CORE Action 3 (students providing grade level responses orally and in writing) is in place through the use of admin/coach classroom visits and feedback (prior to map roll out).						

ELA Goal

January	June	Coach will provide PD during CPT focused on expectations for small group instruction (structure/setting groups/determining skills of focus) supported by Tier 1 plans.						
January	June	ELA coach will provide differentiated coaching cycles based on demonstrated teacher need with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders unit plans/ Text-Dependant Questions, and grade level writing as aligned to professional development opportunities.						
February	June	Literacy coach will guide teacher's focus on CORE Action 3 (providing grade level responses orally and in writing) by developing teacher knowledge of Unit/Curriculum maps and providing teachers with pd on accountable talk/turn-and-talk/peer discussion strategies.						
April	June	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

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2023 Goal	2021-22 Math Academic Achievement Index
All Students	State Long-Term 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?)
Variations in how individual classroom teachers implement Core instruction, structure SGI, demonstrate knowledge on Next Gen standards, and use available resources to meet standards.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
September	October	Math coach will solidify teacher’s understanding of “launch” through one 90 minute pd session focused on selecting a high-level task (Explore), and purposefully planning the “on-ramp” to student understanding of the task.					
October	December	Coaching cycles will include modeling and/or co-teaching of the “Launch” section of the three phase instructional model.					
October	December	Assess the degree to which “Launch”, Rtl, and Bridges are in place through the use of admin/coach classroom visits and feedback.					

Math Goal

September	December	Math coach and interventionist will work with grades 1-5 teachers to develop their knowledge of the Bridges Program, specifically how to deliver the program, use data, and structuring small RtI groups. Coach will explore with teachers how Bridges can influence Montessori shelf work.					
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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 -64% B-20% H-52% SWD-0% ELL- X% ED-49%	All -69% B-50% H-57% SWD-50% ELL-X% ED-54%	
NWEA Mean Percentile	All -58% B-29% H-54% SWD-7% ED-44%	All -63% B-50% H-59% SWD-50% ED-50%	
Winter NWEA- % met projected growth	All -56% B-47% H-59% SWD-46% ED-45%	80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	All -52% B-44%	All -60% B-65%	

Math Goal

	H-54% SWD-43% ED-43%	H-65% SWD-60% ED-65%	
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Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	Math coach will lead embedded professional development focused on how to choose high-level tasks to implement the “Explore” phase.						
January	June	Coaching cycles will include modeling and/or co-teaching of the “Explore” phase of LED.						
January	June	Building leader will conduct formal and informal classroom visits or walkthroughs focused on the effectiveness of the “Explore” implementation.						
January	June	Coach will continue to provide support focused on Bridges incorporation into shelf work and the implementation of “Launches” in their core instruction. Work will take place during CPT, coaching cycles, and teacher PD.						

Math 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.					

Math Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	2021-22 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)	June 2023 Goal State Long-Term Goal
All Students	10.18%	9.2%
SWD	28%	9.7%

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?)
All - COVID quarantine requirements	All
SWD - COVID quarantine requirements as well as the impact of; medical considerations (including appointments), transportation / availability of an adult to transport for late arrival on days when bus is missed/not taken	SWD

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
July	August	During summer months home-school-coordinator will conduct outreach to red (20-21 CA) families to plan out community supports needed to address attendance/communication/engagement barriers.					
September	September	Members of the Attendance Team will provide committee-built attendance guidance at open house, New Family Orientation, and through school communication channels.					

Math Goal

September	September	The home-school coordinator will conduct home visits with attendance focus for any family of a child in 6:1:3 programming not represented at open house or new family orientation.					
September	December	The Attendance Team will maintain monthly Attendance Committee meetings while developing and monitoring individual attendance plans created with a goal of preventing an attendance impact on behavioral or academic intervention.					
September	December	The social worker and the home-school coordinator will provide families with resources meant to remove transportation barriers. CDTA bus passes, OPWDD.					
September	December	The Attendance Team will maintain an attendance-focused review of students who were C.A. during the previous school year.					
September	December	The main office/front desk staff will place daily calls for all absences. Reasons for absences will be recorded in SMS. Details pertaining to C.A. / C.A. watch students will be reported to the Attendance Committee.					

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.

Math Goal

Data Source	Subgroup (CSI use "All Students")	January 2022 Results	January 2023 Target	January 2023 Performance
% of students with 9 or more absences	All students	11%	8%	
% of students with 9 or more absences	SWD	37%	20%	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	Review monthly at MTSS the students who are currently meeting the threshold for Chronically Absent.						
January	June	Maintain monthly Attendance Committee meeting.						
January	June	Attendance calls will be placed daily for all absences. Reasons for absences will be recorded in SMS. Details pertaining to C.A. / C.A. watch students will be reported to the Attendance Committee.						
January	June	Provide families with resources meant to remove transportation barriers. CDTA bus passes, OPWDD.						
January	June	Maintain an attendance-focused group for students who were C.A. during the previous school year.						

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Family	Training is provided to families in understanding student performance and test results.	41.2%	80+%	
	I discuss what my child is learning (curriculum) with teachers.	61.6%	80+%	
Staff	Student behavior does not interfere with instruction.	65.1%	80%	
	We have an effective system for developing and building student social-emotional health.	71.4%	80%	

Root Causes

<p>What theories or hypotheses does the school have as to why the school received the results identified above?</p>
<p>As a school, we have not provided a great deal of guidance directly to parents relative to the interpretation of student assessments, the curriculum in general, and our approach to support the Social-Emotional needs of students. What has been provided has been entirely web-based, or paper-based.</p>

Math Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
August	September	New families will be provided with a copy of the Montessori handbook as well as a copy of the BLT-created assessment guidance/ productive engagement with school docs.					
September	December	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.					
September	December	Fidelity of implementation will be monitored using the “Tier 1 Social, Emotional & Behavioral Checklist”.					
September	December	All staff members will utilize the Class Charter to establish safety-based norms, and the Mood Meter to support their own social emotional awareness and their students’ in identifying their feelings.					
September	December	The Student Equity Team will meet monthly to focus on increasing student-voice and promoting equitable outcomes for all students.					
November	December	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.’					

Math Goal

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.					
October	October	Members of the MTSS Team will provide an evening training for families around the process of monitoring progress and providing academic and behavioral supports for students					
November	November	Members of the RULER Implementation Team will provide an evening training for families.					
November	December	Staff Equity Team will work to select a title for one-school/one book, a timeline for building interaction with the text, and create unit plans that encompass the social justice standards and text-dependent questions focused on equity.					
December	December	Instructional coaches will partner with BLT parents and teachers to plan for an evening training that offers parents an overview of the work being done in support of the SCEP for Math and ELA. A specific focus will be on how the CPT conversations around equity and bias are removing barriers to access (CORE Action 2).					

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 2023 Performance Goal
Survey of parent training participants	Goal of at least 80% reporting an increased understanding of subject matter covered during the four planned informational sessions for families

Math Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	February	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	Administrator will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level, results reviewed by RULER Implementation Team.						
January	June	The Student Equity Team will meet monthly to focus on increasing student-voice and promoting equitable outcomes for all students.						
January	June	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.'						

Submission Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

Math Goal

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. 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).