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New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

2022-23
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City School District	New Scotland Elementary School	Lesley Buff	Prek -5

2021-2022 Accountability Data

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
5/19/22	x	x	x		
5/23/22	x	x	x	x	
6/1/22	x	x	x	x	
6/3/22	x	x	x	x	
6/10/22	x	x	x	x	

6/16/22	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	
Parents with children from each identified subgroup	
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
		5/19	5/23	6/1	6/3	6/10	6/16						
Lesley Buff	Principal	X	X	X	X	X	X						
Timitra Rose	Assistant Principal	X			X		X						
Wanda Carter	Teacher	X				X	X						
Susan Gray	Teacher	X	X				X						
Colleen Ryan	Teacher	X					X						
Jenneane Klahr	Teacher	X				X	X						
Kim Judy	Parent						X						
Kourtney Abbruzzese	Teacher	X					X						
Christine Moore	Teacher	X		X			X						
Magaret Cappozola	School Psychologist	X			X	X	X						
Meredith Avery-McDonald	Social Worker	X			X	X	X						
Besty Despart	Coach-Literacy			X			X						
Susan Paultre	Coach- Math		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**

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	2021-22 ELA Academic Achievement Index

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 RtI implementations are inconsistent due to training, staffing shortages, and acceptance of these new structures for teaching and learning.	K-5
Learning continues to be affected by staffing and student absences due to COVID.	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	December	The building leader will create and maintain monthly CPT and Tier 1 meeting schedules.					
September	December	Reading teachers or literacy coaches will work with classroom teachers to create, implement, and update monthly Tier 1 Plans utilizing NWEA, easyCBM, LSA and KSA data.					
September	December	Teachers will provide all students with grade level texts aligned to standards and the ELA unit plans.					

September	October	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 1 plans.					
September	October	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.					
October	December	Based on the degree of implementation, the literacy coach and principal will schedule grade level coaching cycles that will support teachers in their area of need.					
October	December	Building leaders will complete instructional walkthroughs for grade levels participating in coaching cycles to provide specific feedback in the area of focus.					
October	December	Teachers will work with the literacy coach to develop and implement standards aligned core instruction, text dependent questions for instruction, and implementation of the new literacy maps.					
October	December	Teachers will work with students to develop their proficiency in responding to grade level questions orally and in writing.					

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 -63% B-36%	All -69% B-50%	

	H-39% W- 62% Multi- 52% SWD-5% ELL- 10% ECO-32%	H-50% W- 67% Multi- 57% SWD-50% ELL- 50% ECO-50%	
NWEA Mean Percentile	All -58% B-38% H-41% W- 61% Multi- 55% SWD-19% ELL- 21% ECO-38%	All -63% B-50% H-50% W- 66% Multi- 60% SWD-50% ELL- 50% ECO-50%	
Winter NWEA- % met projected growth		80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	All -50% B-45% H-50% W- 53% Multi- 52% SWD-38% ELL- 54% ECO-45%	All -60% B-65% H-65% W- 60% Multi- 65% SWD-60% ELL- 65% ECO-60%	

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	February	Building leaders, literacy coach 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 the effective implementation of the Three Core Actions and unit plans.						
January	June	The building leaders and literacy coach will continue classroom visits to assess teacher growth in practice around the implementation of the Three Core Actions, and identify the next phase of coaching cycles.						
January	June	Based on the degree of implementation, the literacy coach and principal will schedule grade level coaching cycles that will support teachers in their area of need.						
January	June	Building leaders will complete instructional walkthroughs for grade levels participating in coaching cycles to provide specific feedback in the area of focus.						
January	June	Teachers will work with the literacy coach to develop and 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.						

Math Goal

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

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?)
There are intermediate students without the prerequisite skills are unable to access grade level material.	3-5
There is limited number sense in k-5 due to unfinished learning from COVID.	K-5
Students lack automaticity in all operations.	K-5
Teachers need to enhance their understanding of their grade level standards.	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, Gray-Not Yet				
Start	**End**	**Action**	**August**	**September**	**October**	**November**	**December**
September	October	The math coach and interventionist will provide RTI PD, using Bridges Intervention					
September	October	The math coach will provide a refresher PD on the Three Phase Instructional Model "Launch, Explore, Debrief" with a specific focus on the Launch.					

September	October	Teachers will implement "Launch, Explore Debrief" with the specific focus around the Launch of a lesson and student discourse.					
September	November	The building leaders and math coach will visit classrooms to ensure the successful implementation of Bridges intervention program, RTI and the Launch portion of the LED model.					
November	December	Based on degree of implementation, the math coach and principal will schedule grade level coaching cycles that will include modeling and/or co-teaching of the "Launch" section of the Three Phase Instructional model utilizing a variety of strategies (Three Reads, Three Act Tasks, Number Talks, Number Strings).					
October	December	Building leaders will complete instructional walkthroughs for grade levels participating in coaching cycles focusing on number talks, problem solving routines, and accountable talk, while continuing building-wide classroom visits with a focus on Core and SGI.					
September	December	Through CPT and PD, math coaches and math interventionists will work with teachers to develop their knowledge of the Bridges program, specifically how to deliver the program, use data, and structuring small RtI groups.					

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.

Math Goal

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.			
Assessment	**January 2022 Performance**	**January 2023 Target**	**January 2023 Performance**
Winter NWEA- % meeting mean RIT	All -59% B-34% H-39% W- 67% Multi- 57% SWD-15% ELL- 22% ECO-33%	All -64% B-50% H-50% W- 72% Multi- 62% SWD-50% ELL- 50% ECO-50%	
NWEA Mean Percentile	All -55% B-37% H-37% W- 60% Multi- 54% SWD-21% ELL- 29% ECO-35%	All -60% B-50% H-50% W- 65% Multi- 59% SWD-50% ELL- 50% ECO-50%	
Winter NWEA- % met projected growth		80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	All -49% B-53% H-46% W- 54% Multi- 56% SWD-39% ELL- 39% ECO-50%	All -60% B-65% H-65% W- 60% Multi- 65% SWD-60% ELL- 65% ECO-60%	

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

Math Goal

Start	End	Action	January	February	March	April	May	June
January	June	Teachers will implement "Launch, Explore Debrief" with the specific focus around the "Explore" of a lesson.						
January	February	The math coach will provide PD on the Explore portion of the LED model.						
January	June	Based on the degree of implementation, the math coach and principal will schedule grade level coaching cycles that will include modeling and/or co-teaching of the "Explore" section of the Three Phase Instructional model.						
January	June	Building leaders will complete instructional walkthroughs for grade levels participating in coaching cycles focusing on the "Explore" section of the Three Phase Instructional model, while continuing building-wide classroom visits with a focus on Core and SGI.						
January	June	Through CPT and PD, math coaches and math interventionists will work with teachers to develop their knowledge of the Bridges program, specifically how to deliver the program, use data, and structuring small RtI groups.						

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")	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
All	16.67%	
Black	17.32%	
Hispanic	27.71%	
Asian	20%	
Multiracial	16.95%	
SWD	21.92%	
ELL	32.61%	
ECO	27.42%	

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?)
Some of our families struggle with transportation. If they are assigned to a bus and miss it they do not have the means to get the student to school.	K-5, special education classes
COVID became a reason for families - keeping students home due to possible symptoms or fear of COVID.	K-5
We continue to struggle with breaking down barriers for our most chronically absent students.	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
July	August	The attendance officer will complete family outreach for the chronically absent students (red and orange students) to support students and families for the return to school.					

July	August	The assistant principal will complete family outreach for the chronically absent students (yellow students) to support students and families for the return to school.					
July	August	Building leaders will modify/edit the "Attendance At A Glance" document which clearly outlines the specific attendance duties for each member of the committee and instructional staff.					
August	September	The building leader will present the "Attendance At A Glance" document to provide an overview of attendance goals and activities to the entire staff.					
September	December	The Attendance Committee will meet weekly to review student attendance and create individualized plans for chronically absent students, as necessary.					
September	December	On a daily basis, the assistant principal, teacher and attendance secretary will monitor attendance for chronically absent students and follow their individual attendance plan.					
September	December	Each member of the Attendance Team will be assigned a grade level to be the liaison between the grade level and the Attendance Committee.					
September	December	Daily acknowledgement of outstanding and improved attendance for the class.					

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	28.57%	11.9%	
% of students with 9 or more absences	Asian	20%	14.1%	
% of students with 9 or more absences	Black	35.43%	17.8%	
% of students with 9 or more absences	Hispanic	46.99%	15.4%	
% of students with 9 or more absences	Multiracial	22.03%	13.2%	
% of students with 9 or more absences	SWD	31.51%	16.2%	
% of students with 9 or more absences	ELL	41.30%	9.2%	
% of students with 9 or more absences	ECO	36.69%	18.2%	

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	The Attendance Committee will meet weekly to review student attendance and create individualized plans for chronically absent students, as necessary.						
January	June	On a daily basis, the assistant principal, teacher and attendance secretary will monitor attendance for						

		chronically absent students and follow their individual attendance plan.						
January	June	Each member of the Attendance Team will be assigned a grade level to be the liaison between the grade level and the Attendance Committee.						
January	June	Daily acknowledgement of outstanding and improved attendance for the class.						

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Staff	CD27. Students can solve problems that come up with other students.	48.5%	70%	
Student	PS57. If I am in a conflict/disagreement, I am able to resolve it without anger.	68.4%	80%	

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?	Is this specific to certain sections of the school (grade/content area?)
There is no consistent curriculum around conflict resolution implemented in the classrooms.	K-5
The staff does not utilize a common language to mediate student conflict.	K-5
Students do not have the time and space to practice conflict resolution as a proactive approach.	K-5
When the topic of race occurs, staff is not effectively facilitating these conversations with student groups.	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	September	The Equity Team will meet to plan professional development, for the school year, focused on aligning the Student Leadership Team's mission of No One Gets Left Out Ever and No Place for Hate curriculum.					

Survey Goal (Equity and Student Support)

August	September	The RULER Committee will revisit the school charter with the entire staff to set the tone for the school year.					
September	October	The classroom teachers will create, model and implement a classroom charter with their students.					
September	October	The Student Leadership Team will be formed.					
September	December	The Equity Team will hold professional development with the staff.					
September	December	A RULER section will be included in the monthly newsletter for parents to have an understanding of SEL taught in the classroom.					
October	December	The Student Leadership Team will hold regular meetings and determine a school issue they want to problem solve.					
October	December	Each month teachers will introduce one pillar of the RULER process.					
October	December	Building leaders will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.					

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	48.5%, 68.4%	

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	The Equity Team will hold professional development with the staff.						
January	June	The Student Leadership Team will hold regular meetings.						
January	February	The RULER Committee will create a mid-year survey to assess RULER implementation.						
March	June	The RULER Committee will use the results from the survey to plan PD or make any midcourse adjustments.						
January	June	Building Leaders will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.						

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).