



2022-23

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
City School District of Albany	P. J. Schuyler Achievement Academy	Kendra Chaires-Francis	Prek-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>	<i>x</i>	<i>x</i>			
<b>June 8, 2022</b>	X	X	X	X	X
<b>June 9, 2022</b>	X	X	X	X	X

Stakeholder Participation


**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

### 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 <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>									Signature
		6/8	6/9	6/10	6/14	6/20	6/23				
Susan Lofrumento	Math Inventionist	X				X	X				
Abrie Moise	Grade 5 (ElemEd)	X					X				
Leslie Jimpson-Cancer	Grade 1 (Elem Ed)	X					X				
Latanya Sumpter	Grade 2 (Elem Ed)	X					X				
Tammy Colman	Kindergarten (Elem Ed)	X		X			X				
Erin Andrews	Kindergarten (SpEd)	X					X				
Marilyn Jones-Oliver	Assistant Principal	X	X	X			X				
Elizabeth Van Norden	Grade 2 (Elem Ed)		X								
Ann Kennedy	ISS TA		X				X				
Amanda Key	Behavior Specialist		X				X				
Karen Pirozzi	School Psychologist		X								

Stakeholder Involvement Signature Page

<b>Bashirya Reed</b>	Northern Rivers Clinician										
<b>Tonya Venable</b>	Home School Coordinator		X	X							
<b>Kevin Griffin</b>	Hall Monitor		X								
<b>Brandon Everett</b>	Community Schools Site Coordinator		X	X							
<b>Juaneika Agyeman</b>	Grade 3 (Elem Ed)			X			X				
<b>Laura Abate</b>	ENL			X			X				
<b>Jennifer Fusco</b>	Reading			X							
<b>Danielle Camarata</b>	ELA Instructional Coach			X	X		X				
<b>Kendra Chaires-Francis</b>	Principal	X	X	X	X	X	X				
<b>Michelle Woodson</b>	Special Education						X				
<b>Linda Cepiel</b>	Reading						X				
<b>Lynese Sheares</b>	Reading						X				
<b>Vincent DeMarco</b>	Grade 4						X				

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Strategy**

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

<b>Strategy Identified</b>	<b>Instructional Coaches</b>
<b>SCEP Goal(s) this strategy will support</b>	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:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	

Evidence-based Intervention

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.

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	



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 <b>theories or hypotheses</b> 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?)
Focus on SGI/Tier 1 instruction (Foundational Skills) has improved students' ability to decode, however, we have yet to see a transfer of skills to success on the NWEA and Wonders Unit Assessments. Activities, such as Lexia and other independent work being completed without teacher support have not maximized student engagement and learning during the SGI or Rtl block.	All grades
While we have focused on immediate outcomes, we have more work to do in the area of understanding grade level outcomes for students and the connection to assignments and assessments during the course of the school year. This may be attributed to the need for short term success and a limited ability to see the whole picture.	All grades
Given the transience of staff, there have been inconsistencies with how we have approached our work in ELA Core, SGI, and the Rtl blocks.	All grades
We have begun to develop a strong understanding of the need for rigorous, standards-aligned delivery of instruction in ELA, including writing, however, we must continue to develop our understanding of the writing standards as well as how to effectively evaluate written tasks and plan for instruction as a result.	All grades

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?	Monthly Progress Monitoring
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ELA Goal

			Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
July	July	In an effort to establish a more consistent approach building-wide, the instructional coach and the Building Leadership Team will adopt an aligned protocol K-5 around the structure of our blocks, identifying our resources, organizing materials, and a common language.					
August	September	The principal, instructional coach, and staff developer will create and execute a differentiated professional learning plan that reflects the learning needs for newly hired and returning instructional staff, including writing standards.					
August	September	Staff will meet to adopt a school-wide organizational system in order to maintain consistency K-5 in ELA.					
September	September	The building principal, instructional coach, and reading teachers will analyze performance data (Wonders, LSA/Stahl, Easy CBM) to identify building trends.					
September	September	The instructional coach will provide an embedded professional development (that includes, but is not limited to) train new and existing staff on small group reading instruction.					
September	September	Instructional coach will create and distribute a year-long schedule for Tier 1 meetings that will include all stakeholders to plan for small group instruction. Teachers will identify specific centers that will occur during SGI time including a plan for managing data and center activities.					
September	September	Staff developer will provide embedded professional learning sessions on effective writing instruction.					

ELA Goal

September	September	Teachers will meet to identify exit outcomes for their grade level in order to support clear expectations for both teachers and students. Teachers will articulate to students the connection between assignments and assessments to success with the outcomes and support student goal-setting.					
October	November	Administration, instructional coach, and instructional staff will conduct learning walks to review the application, with fidelity, of strategies attained during professional learning sessions with the staff developer and implementation, with fidelity, of small group instruction.					
October	December	Administration and instructional coach will review qualitative data collected during learning walks to inform PD, provide individual/team coaching cycles, and create opportunities for intervisitation with colleagues who have a command of systems/skills/strategies.					
October	December	During CPT, instructional coach will work with grade level teams to unpack and internalize the Wonders units and support the creation of written response exemplars, both for the end-of-week and end-of-unit tasks. Instructional coach and teachers will review student work to help support instruction in writing, which will be reviewed at subsequent CPT sessions.					

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.

ELA Goal

Assessment	January 2022 Performance	January 2023 Target	January 2023 Performance
Winter NWEA- % meeting mean RIT	All % meeting mean RIT-22%	All % Meeting Mean RIT-50%	
NWEA Mean Percentile	NWEA Mean Percentile-All-27%	NWEA Mean Percentile-All-50%	
Winter NWEA- % met projected growth	% met projected growth-All 36%	% to meet expected growth-80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	Mean CGP-All-38	Mean CGP-All-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 <b>second half of the year</b> to address <b>the root causes</b> 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	January	The building principal, instructional coach, and reading teachers will analyze performance data (Wonders, LSA/Stahl, Easy CBM) to identify building trends.						
January	February	After review of assessment data with students, (specifically the Wonders and NWEA), teachers will articulate the connection between assignments and assessments to success with grade-level outcomes and support student goal-setting.						
January	February	Staff developer will provide embedded professional learning sessions on effective writing instruction.						
February	March	Administration and instructional coach will do learning walks to review the application, with fidelity, of strategies attained during professional learning sessions with the staff developer, and implementation, with fidelity, of small group instruction.						

ELA Goal

<b>February</b>	<b>April</b>	Administration and instructional coach will review qualitative data collected during learning walks to inform PD, provide individual/team coaching cycles, and create opportunities for intervisitation with colleagues who have a command of systems/skills/strategies.						
<b>January</b>	<b>June</b>	During CPT, instructional coach will work with grade level teams to unpack and internalize the Wonders units and support the creation of written response exemplars, both for the end-of-week and end-of-unit tasks. Instructional coach and teachers will review student work to help support instruction in writing which will be reviewed at subsequent CPT sessions.						

Science Goal

Math Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2023 Goal	2021-22 Math Academic Achievement Index
<b>All Students</b>	State Long-Term Goal-119.4	

Root Causes

What <b>theories or hypotheses</b> 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?)
Teachers may need support with understanding the Next Gen Math Standards, which may interfere with their ability to create and execute lessons that align to the standards.	All grades
Teachers are somewhat confused about the L-E-D structure and therefore are inconsistent in their instructional approach.	All grades
Students have some unfinished learning that needs to be addressed. It has been a challenge for instructional staff to structure their RtI block in a way that supports this work. Teachers have also been inconsistent with using the Bridges resources.	All grades

Science Goal

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> 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	Instructional coach, math interventionists, and administration will create a Bridges Progress Monitoring system and schedule.					
September	November	Instructional coach, administration, Math interventionist, and classroom teachers will engage in team coaching cycles focused on the Next Gen standards, NWEA data and progressions within the targeted domains.					
September	September	During September teacher PD, the math interventionist will provide a professional development offering focused on Bridges RtI support with implementation and connecting to content covered within Core.					
September	November	Math interventionist, district tech coach, and classroom teachers, will meet to create, “make and take” center activities that align to the Next Gen standards being covered during Trimester 1.					
October	October	During October teacher directed PD, the instructional coach will provide a professional development session on the “Launch”.					
October	October	The instructional coach will lead a 90 minute math studio session focused on “Explore”: Overview and Selecting A Rigorous Task.					
October	November	The building principal, assistant, principal, and instructional coach will conduct learning walkthroughs to monitor the implementation of math RtI.					

Science Goal

<b>October</b>	<b>December</b>	Administration and instructional coach will review qualitative data collected during learning walks to inform PD, provide individual/team coaching cycles, and create opportunities for intervisitation with colleagues who have a command of systems/skills/strategies.					
<b>November</b>	<b>December</b>	The instructional coach will push into CPTs and respond to requests for support from grade levels in the form of team coaching cycles to support the “Explore” component of L-E-D.					
<b>November</b>	<b>November</b>	The instructional coach, instructional staff, and administration will conduct Trimester 1 Bridges Progress Monitoring meetings to discuss September to November data and DreamBox Data.					
<b>November</b>	<b>December</b>	Math interventionist, district tech coach, and classroom teachers, will meet to create, “make and take” center activities that align to the Next Gen Standards being covered during Trimester 2.					
<b>November</b>	<b>December</b>	Teacher directed PD day: Bridges RTI support with open lab hour for prerequisite skills. Goal: Implementation & connecting to math core to ensure the work of the enacted core lessons reflect the Focus, Coherence, and Rigor required.					
<b>December</b>	<b>December</b>	The instructional coach will lead a 90 minute math studio session focused on “Explore”: Task Selection and lesson plan protocol.					



Science Goal

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 % meeting mean RIT-23	60% Meeting Mean RIT	
NWEA Mean Percentile	NWEA Mean Percentile-All-28%	NWEA Mean Percentile-All-60%	
Winter NWEA- % met projected growth	% met projected growth-All-53	% to meet expected growth-80% of all students	
NWEA Mean Conditional Growth Percentile (CGP)	Mean CGP-All-50	Mean CGP-All-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 <b>second half of the year</b> to address <b>the root causes</b> 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	Administrators, teachers, coach, and math interventionist will engage in team coaching cycles to review and analyze trimester 2 standards post-assessment data, NWEA data, and progressions within the targeted domains.						
January	March	Math interventionist, district tech coach, and classroom teachers, will meet to create, “make and take” center activities that align to the Next Gen standards being covered during Trimester 2.						
January	May	Teacher directed PD day: Bridges RTI support with open lab hour for prerequisite skills. Goal: implementation & connecting to math core to ensure						

Science Goal

		the work of the enacted core lessons reflect the Focus, Coherence, and Rigor required.						
<b>February</b>	<b>February</b>	The instructional coach will lead a 90 minute Math studio session focused on “Explore”: Task Selection and lesson plan protocol.						
<b>March</b>	<b>March</b>	The instructional coach, instructional staff and administration will conduct Trimester 2 Bridges Progress Monitoring meetings to review NWEA Winter Data Review and Trimester 2 Bridges Progress Monitoring Meeting to discuss December to February data.						
<b>March</b>	<b>March</b>	The principal, assistant principal, and instructional coach will conduct a learning walk with an emphasis on the lesson internalization protocol with a focus on Launch & Explore.						
<b>March</b>	<b>June</b>	Administration and instructional coach will review qualitative data collected during learning walks to inform PD, provide individual/team coaching cycles, and create opportunities for intervisitation with colleagues who have a command of systems/skills/strategies.						
<b>March</b>	<b>June</b>	Math interventionist, district tech coach, and classroom teachers, will meet to create, “make and take” center activities that align to the Next Gen standards being covered during Trimester 3.						
<b>April</b>	<b>April</b>	The instructional coach will lead a 90 minute Math studio session focused on LAUNCH/EXPLORE /DEBRIEF.						
<b>June</b>	<b>June</b>	The instructional coach, administration, and instructional staff will review data and look at student growth across the year and analyze student percentages reaching grade level outcomes, and inform planning for the 2023-2024 school year.						

Science Goal

Science

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
TBD	TBD	Provide embedded professional development to enhance teacher understanding of the district resources for elementary Science and how they align with the NYS (P-12) Science Learning Standards with a specific focus on the Performance Expectations.					

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal State Long-Term Goal	2021-22 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All	13.3%	49%
Hispanic	17.8%	47%
SWD	9.7%	50%

Root Causes

What <b>theories or hypotheses</b> 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?)
Despite notices and phone calls to parents, students often fail to start school on time, and return from breaks, suspensions or illnesses in a timely fashion.	All grades
We need to identify and use a tool to evaluate the barriers that students and families face that impact their ability to attend school regularly.	All grades
Homelessness - students and families are displaced and may need assistance and support with securing transportation and temporary housing to school.	All grades
There is a need to refine systems in place to carefully monitor attendance data, support intervention planning, etc.	All grades

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> 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 HSC, CSSC, and administration will review CA data, generate a list of CA students, and provide outreach and identify potential barriers to regular attendance.					

Chronic Absenteeism or School-Selected Goal

August	August	The Attendance Team will implement the <a href="#">School Practice Self-Assessment</a> to identify family, peer, school, and community strengths and supports to meet student attendance goals.					
August	September	The Attendance Team will meet to review and revise the absent response <a href="#">flow chart</a> to align with the needs of the building and create a document to clearly outline <a href="#">Attendance Team/Roles and Responsibilities</a> .					
August	August	The HSC, CSSC, and administration will revise building attendance policy to identify benchmarks that trigger tiered interventions and supports (i.e. daily outreach to CA students).					
September	September	The HSC, CSSC, and administration will write plans specific to students who are CA and monitor to identify impact.					
September	September	Assign case managers from the behavior staff/MTSS team to monitor and support class-wide or individualized student plans.					
September	September	The Attendance Team will conduct raffles every day for the first week of school: two prizes on day 1, three prizes on day 2, four prizes on day 3, and five prizes on day 5.					
September	December	SAA will begin our daily SAAccessful Attendance Incentive Program providing students with Schuyler dollars to purchase items from the school store on the first day of school, daily acknowledgement of classrooms with the highest attendance rates, and monthly celebrations.					
September	December	SAA Attendance Committee will offer monthly incentives to parents of CA students.					
September	December	The HSC, CSSC, administration, school nurse, clerical, and behavior team will participate in weekly attendance meetings to review school-wide data as					

Chronic Absenteeism or School-Selected Goal

		well as individual student data to identify and mitigate possible CA.					
<b>November</b>	<b>November</b>	MTSS Team will create a Trimester 1 gap analysis for each classroom. Data will be used to tier classrooms (red/yellow/green) and inform student/ classwide intervention planning.					
<b>September</b>	<b>December</b>	The attendance team will review the attendance data of CA students to monitor the impact of interventions and make the necessary adjustments to support increased attendance of CA students.					
<b>September</b>	<b>December</b>	SAA will use social media platforms and robo calls to encourage attendance in school daily for one week prior and one week following a day off or vacation (weekly reminders or literature will go home the first 2-3 months of school).					

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.

<b>Data Source</b>	<b>Subgroup (CSI use "All Students")</b>	<b>January 2022 Results</b>	<b>January 2023 Target</b>	<b>January 2023 Performance</b>
% of students with 9 or more absences	<b>All Students</b>	44%	10.9%	
% of students with 9 or more absences	<b>Hispanic</b>	45%	15%	
% of students with 9 or more absences	<b>SWD</b>	44%	12%	

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 <b>second half of the year</b> to address <b>the root causes</b> 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	January	The HSC, CSSC, and administration will write plans specific to students who are CA and monitor to identify impact.						
January	January	Raffles will be held for students and parents following holiday recess.						
January	June	The HSC, CSSC, administration, school nurse, clerical, and behavior team will participate in weekly attendance meetings to review school-wide data as well as individual student data to identify and mitigate possible CA.						
February	February	Raffles will be held for students and families following winter recess.						
March	March	MTSS Team will create a Trimester 2 gap analysis for each classroom. Data will be used to tier classrooms (red/yellow/green) and inform student/ classwide intervention planning.						
April	April	Raffles will be held for students and families the week following Spring break.						
January	June	SAA will continue daily SAAccessful Attendance Incentive Program providing students with Schuyler dollars to purchase items from the school store on the first day of school, daily acknowledgement of classrooms with the highest attendance rates, and monthly celebrations.						

Chronic Absenteeism or School-Selected Goal

<b>January</b>	<b>June</b>	SAA Attendance Committee will offer monthly incentives to parents of CA students.						
<b>January</b>	<b>June</b>	The CSSC will use social media platforms and robo calls daily -one week prior to and one week following the break to encourage attendance in school following breaks.						
<b>June</b>	<b>June</b>	MTSS Team will complete the Trimester 3 gap analysis. Data will be used to plan summer outreach and fall intervention planning.						



Survey Goal (Equity and Student Support)

Survey Goal (Equity)

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
	Establish an inclusive space that encourages cultural identity development, through affirming race, class, gender, sexual orientation, language, ability level and any other differentiator.	6- Emerging 5-Integrating 2-Sustaining	3 Emerging 8-Integrating 2-Sustaining	

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
We need to create structures or opportunities to amplify student voice.
Teachers feel they lack the training and resources to begin to support students with this work.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> 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 Equity Team will meet to create a purpose statement in an effort to establish common language around equity, team structure, and meeting dates.					
July	August	The instructional coach and Equity Team will meet to find a plan for linking the social justice standards with our Wonders curriculum.					

Survey Goal (Equity and Student Support)

<b>August</b>	<b>September</b>	The Equity Team will meet to develop a PD plan and schedule for the faculty book read with the text Unconscious Bias in Schools.					
<b>September</b>	<b>December</b>	Faculty and staff will participate in a faculty book read Unconscious Bias in Schools.					
<b>September</b>	<b>October</b>	The Equity Team will support students with electing and installing the 2022-2023 Student Leadership Team.					
<b>October</b>	<b>October</b>	The Equity Team will conduct an orientation for the Student Leadership Team that addresses the following items: member expectations, roles and responsibilities, Social Justice Standards, etc.					
<b>October</b>	<b>November</b>	The Equity and Student Leadership Team will meet to review the curriculum recommendations.					
<b>November</b>	<b>December</b>	Classroom teachers will incorporate the ELA curriculum recommendations during Trimester 2.					
<b>November</b>	<b>December</b>	The Equity Team will support the Student Leadership Team with conducting surveys/focus groups related to culturally responsive practices within the building.					
<b>October</b>	<b>December</b>	The Student Leadership Team will meet weekly.					

Survey Goal (Equity and Student Support)

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.		
Add additional rows when necessary if there are multiple targets across multiple sources of data.		
Data Source	2022 Performance	January 2023 Performance
<b>Survey Question:</b> Establish an inclusive space that encourages cultural identity development, through affirming race, class, gender, sexual orientation, language, ability level and any other differentiator	6- Emerging 5-Integrating 2-Sustaining	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>			<b>Monthly Progress Monitoring</b> Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	Faculty and staff will participate in a faculty book read Unconscious Bias in Schools.						
January	June	The Student Leadership Team will meet weekly.						
January	March	Classroom teachers will incorporate the ELA curriculum recommendations during Trimester 2.						
March	April	The Equity Team will support the Student Leadership Team with conducting surveys/focus groups related to culturally responsive practices within the building.						

Survey Goal (Equity and Student Support)

Survey Goal (SEL)

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Faculty/Staff	#69: Student behavior does not interfere with instruction.	3.8%	20%	

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
There are structures in place to address behavior, but there appears to be some misinterpretation with how to address students who are not responding to systems.
Ready Room data indicates that students have an understanding of the skills, but struggle to apply skills in the moment when dealing with anger instances and sadness.
There are issues with the fidelity of data collection which impacts students having access to T2/T3 interventions and supports.

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
August	August	Principal, assistant principal, and members of the PBIS Team will attend the district-wide PD days.					
August	August	Principal, assistant principal, and the building PBIS Team will meet to identify Tier 1 non-negotiables, review the RULER pacing guide and materials and					

Survey Goal (Equity and Student Support)

		develop a plan for RULER implementation during the 2022-2023 school year.					
September	September	Assistant principal, behavior specialist, and Behavior Support Team will conduct embedded sessions with staff new to SAA related to crafting a successful Tier 1 Classroom Management Plan.					
September	September	The behavior support team and assistant principal will provide a professional development session focused on: PBIS flowchart, entering data accurately, documentation w/ global notes, etc.					
September	October	Assistant principal and behavior specialist will conduct fidelity checks to support implementation of classroom management plans.					
September	November	Behavior support staff will push-into special area classrooms to provide support with refining systems to support a safe and orderly learning environment as well as successful transitions back to the classroom.					
September	November	Behavior support staff will use PBIS checklists to collect data on progress and areas for growth.					
September	December	The behavior support staff will review and enter Tier 1 FBP and teacher action steps/T2-T3 data.					
September	December	The behavior support team and PBIS will review class-wide Tier 1 data every 10 days to identify classes in need of coaching cycle/support.					
October	December	Assistant principal and behavior specialist will offer RULER support for students during one teacher PD day each month.					
November	December	The assistant principal will create and distribute a survey to all staff and students related to RULER implementation. Survey data will be used to inform planning for Trimester 2.					

Survey Goal (Equity and Student Support)

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.		
Add additional rows when necessary if there are multiple targets across multiple sources of data.		
Data Source	January 2022 Performance	January 2023 Performance
10% reduction of Office Discipline Referrals	62 discipline referrals from September 8, 2021-January 31, 2022.	
Tier 1 Data-number of classrooms (Encore/Classroom) below 80%	5 of 14 classrooms or 35% of the classrooms	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>			<b>Monthly Progress Monitoring</b> Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	End	Action	January	February	March	April	May	June
January	June	The behavior support staff will review and enter Tier 1 FBP and teacher action steps/T2-T3 data.						
January	June	The Behavior Support Team and PBIS will review class-wide Tier 1 data every 10 days to identify classes in need of coaching cycle/support.						
January	June	Assistant principal and behavior specialist will offer RULER support for students during one teacher PD day each month.						
February	February	The assistant principal will create and distribute a survey to all staff and students related to RULER implementation. Survey data will be used to inform planning for Trimester 3.						

## Submission Assurances and Instructions

### Submission Assurances

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

1. X The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto: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).