



# 2022-23

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
City School District of Albany	Sheridan Preparatory Academy	Zuleika Sánchez-Gayle	PK - 5th

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>5/11/22</b>	X	X			
<b>5/17/22</b>	X				
<b>6/1/22</b>	X	X			
<b>6/22/22</b>			X	X	X

Stakeholder Participation

<b>6/23/22</b>			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 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
		5/11	5/17	6/1	6/22	6/23						
Zuleika Sanchez-Gayle	<i>Principal</i>	X	X	X		X						
Tina Marie Cascone	<i>Assistant Principal</i>	X	X	X	X							
Abigail Gomes	<i>Community School Site Coordinator</i>	X	X	X	X	X						
Caryn Dwyer	<i>Co-Chair</i>	X	X	X								
Patrice Loomis	<i>Co-Chair</i>	X	X	X	X	X						
Megan Riggins	<i>Instructional Coach</i>	X	X	X	X							
Jennifer Wilson	<i>Instructional Coach</i>	X	X	X	X							
Lakesia Chalmer	<i>2nd grade teacher</i>	X	X	X	X	X						
Emily Goodreau	<i>1st grade teacher</i>	X	X	X	X	X						
Melissa Hunt	<i>kindergarten teacher</i>	X	X	X	X	X						
Melissa Maioriello	<i>kindergarten teacher</i>	X	X	X	X	X						

Stakeholder Involvement Signature Page

Elizabeth Palmer	<i>3rd grade math teacher</i>	x	x	x	x	x						
Erica Sottosanti	<i>Special Education teacher</i>	x	x	x	x	x						
Seneka Wallace	<i>5th grade ELA teacher</i>	x	x	x	x	x						
Tiffany Jeanotte	<i>Parent</i>					x						
Carmen Jimenez	<i>Consultant</i>	x	x	x	x	x						

## Evidence-Based Intervention

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

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<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
<b>All Students</b>	By June 2023, Sheridan Preparatory Academy will develop instructional delivery skills to increase lesson rigor, including the necessary scaffolding to and from the standard so that, 3-8 ELA All Students Core Subject PI exceeds new state targets.	
<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 ELA?	Is this specific to certain sections of the school (grade/content area?)
<b>Instructional staff need to continue working on giving students more opportunities to engage with rigorous and culturally responsive tasks.</b>	K-5 ELA
<b>Benchmark assessment data (easy CBM) indicate that while students are making progress in reading fluency, the gap to target is not decreasing across all grade levels, suggesting that foundational skills need to be consistently applied to text in order for mastery and growth to occur.</b>	K-5 ELA
<b>Lack of student progress on local curriculum based assessments (Wonders Unit Assessments) indicate that teachers need to continue to build competency around unit planning and text based questions to support all students in accessing grade level complex text.</b>	K-5 ELA

ELA 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 2022	September 2022	Instructional coaches will provide targeted professional development to all instructional staff on the Next Generation Standards.					
September 2022	September 2022	K-5 teachers will participate in professional development with a focus on unit planning for text dependent questions (Core 2), culminating writing tasks and engagement of all students in the work of the lesson both orally and in writing with consistent and relevant feedback. (Core 3)					
September 2022	September 2022	K-2 teachers will participate in the planning of teaching the foundational and phonemic awareness skills using the Foundational Skills Guidance Document and the Heggerty Phonemic Awareness Program.					
September 2022	September 2022	The instructional staff, reading teachers, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.					

ELA Goal

September 2022	October 2022	School administrators will conduct instructional walkthroughs and classroom visits focused on classroom routines					
September 2022	October 2022	K-5 teachers will participate in professional development with a focus on refining small group instruction to include independent work and instructional resources aligned with Tier 1 plans.					
September 2022	December 2022	School administrators will conduct instructional walkthroughs and classroom visits focused on student tasks (rigor and engagement).					
September 2022	January 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET (Community Engagement Team), so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).					
September 2022	January 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET to support the goals of the comprehensive plan.					
October 2022	November 2022	ELA instructional coach and reading teachers will work quarterly with grade level teams to focus on unit planning for text dependent questions and culminating writing tasks.					
October 2022	January 2023	ELA instructional coach and reading teachers will work with grade level teams monthly to review the progression of reading					

ELA Goal

		subskills and determine strategies to support Tier 1 learning. At this time Tier 1 plans will be updated.					
October 2022	January 2023	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles with peer observations. Once a month administrators will facilitate CRE using planned units to identify student voice and align with the Social Justice Standard.					
December 2022	January 2023	BLT will meet with consultant to analyze instructional walkthrough and classroom visit evidence to determine adjustments to professional development.					

Mid-Year Benchmark

Identify the <b>specific assessment of ELA performance</b> 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	21%	50%	
NWEA Mean Percentile	30	60	

ELA Goal

Winter NWEA- % met projected growth	49%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	48	65	

Planning for January to June

<p>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></p>			<p><b>Monthly Progress Monitoring</b> Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet</p>					
Start	End	Action	January	February	March	April	May	June
January 2023	April 2023	K-5 teachers will participate in professional development with a focus on unit planning for text dependent questions (Core 2), culminating writing tasks and engagement of all students in the work of the lesson both orally and in writing with consistent and relevant feedback. (Core 3)						

ELA Goal

January 2023	June 2023	K-2 teachers will continue the planning of teaching the foundational and phonemic awareness skills using the Foundational Skills Guidance Document and the Heggerty Phonemic Awareness Program.						
January 2023	June 2023	School administrators will conduct instructional walkthroughs and classroom visits focused on student tasks (rigor and engagement).						
January 2023	June 2023	K-5 teachers will continue to participate in professional development with a focus on refining small group instruction to include independent work and instructional resources aligned with Tier 1 plans.						
January 2023	June 2023	ELA instructional coach and reading teachers will work quarterly with grade level teams to focus on unit planning for text dependent questions and culminating writing tasks.						
January 2023	June 2023	ELA instructional coach and reading teachers will work with grade level teams monthly to review the progression of reading subskills and determine strategies to support Tier 1 learning. At this time Tier 1 plans will be updated.						
January 2023	June 2023	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles with peer observations. Once a month administrators will facilitate CRE using planned units to identify student voice and align with the Social Justice Standard.						

ELA Goal

January 2023	June 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).							
January 2023	June 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.							
May 2023	June 2023	BLT will meet with consultant to analyze instructional walkthrough and classroom visits evidence to determine needs for the 2023-2024 SCEP.							

## Math Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 Math Academic Achievement Index
All Students	By June 2023, Sheridan Preparatory Academy will develop instructional delivery skills to increase lesson rigor, including the necessary scaffolding to and from the standard so that, "3-8 Math All Students Core Subject PI" meets new state targets.	
All Students	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?)
While instructional staff continue to develop planning practices that incorporate the NYS standards and pre-requisite standards, instructional release moves that allow students to engage at a high level (rigorous tasks, application of multiple strategies, student voice, etc.) still need to be developed.	K-5 Math
The school did not have a math interventionist to address gaps in mathematical reasoning and understanding until half-way through the 2021-2022 school year.	2-5 Math
Lack of student progress on local curriculum based assessments (Quarterly Assessments and Checkpoints) indicate that teachers need to continue to build competency around the LED lesson model to support all students in accessing grade level complex tasks.	K-5 Math

## 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
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Start	End	Action	August	September	October	November	December
August	September	Instructional coaches will provide targeted professional development to all instructional staff on the Next Generation Standards.					
August	September	The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.					
September 2022	October 2022	School administrators will conduct instructional walkthroughs and classroom visits focused on classroom routines.					
September	December	The Instructional coach and math interventionists will provide targeted professional development to all K-5 instructional staff around the implementation of the Bridges resource (i.e., lesson structure, domain alignment, progress monitoring, etc.) and planning small group RtI instruction to meet the needs of all students.					
September 2022	January 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).					
September 2022	January 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.					
October	December	Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of RtI with a focus on pre-requisite standards aligned small group instruction using the Bridges resource to ensure student release, student voice and student thinking.					

November	January	Embedded professional development will focus on facilitating and releasing high leverage tasks/routines to promote reasoning and problem solving using the math language routines, math teaching practices and student math practices to ensure equitable math instruction.					
October	January	Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, which includes feedback that is timely, relevant and purposeful. Task complexity will be based on the standards' rigor and accountable talk for all instructional staff.					
October	January	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles including peer observations for teachers in grade K-2. A one week CRE cycle using planned units to identify student voice and align to the Social Justice Standard will also be implemented.					
October	January	Instructional coach and math interventionists will work with grade level teams monthly to review the progression of math skills and standards taught in RtI to determine strategies to support Tier 1 instruction.					
October	January	During weekly common planning meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.					
December 2022	January 2023	BLT will meet with consultant to analyze instructional walkthroughs and classroom visits evidence to determine adjustments to professional development.					

## 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	15%	50%	
NWEA Mean Percentile	25	60	
Winter NWEA- % met projected growth	52%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	49	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	Embedded professional development will focus on facilitating and releasing high leverage tasks/routines to promote reasoning and problem solving using the math language routines, math teaching practices and student math practices to ensure equitable math instruction.						
January	March	Coaching cycles will be utilized to model and/or co-teach high leverage tasks/routines with a focus on teacher monitoring and questioning, which includes feedback that is timely, relevant and purposeful. Task						

		complexity will be based on the standards' rigor and accountable talk for all instructional staff.							
January	June	The instructional coach and math interventionists will provide targeted professional development to all K-5 instructional staff around the implementation of the Bridges resource (i.e., lesson structure, domain alignment, progress monitoring, etc.) and planning small group RtI instruction to meet the needs of all students.							
January	June	During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.							
January	June	Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of Tier 1, standards aligned instruction, releasing high leverage tasks and explicit feedback to ensure all students are active participants in Tier 1 math instruction.							
January	June	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles including peer observations for teachers in grade K-2. A one week CRE cycle using planned units to identify student voice and align to the Social Justice Standard will also be implemented.							
January	June	Instructional coach and math interventionists will work with grade level teams monthly to review the progression of math skills and standards taught in RtI to determine strategies to support Tier 1 instruction.							
January 2023	June 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share							

		with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).							
January 2023	June 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.							
March	June	Embedded professional development will focus on teacher selection of student work samples for the debrief conversation centered on sequencing and connecting student work to create math meaning, link math ideas and relationships as well as making the math concepts visible and understandable.							
March	June	Coaching cycles will be utilized to model and/or co-teach the debrief section of the three phase instructional model for all instructional staff.							
May 2023	June 2023	BLT will meet with consultant to analyze instructional walkthroughs and classroom visits evidence to determine needs for the 2023-2024 SCEP.							

## Science

### 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?)
<b>Faculty need to engage in more training in FOSS to plan for comprehensive implementation.</b>	2-5
<b>Faculty focus in primary grades on ELA and Math foundational skills has contributed to less explicit science instruction, which has led to intermediate students under-performance.</b>	All Grades
<b>Build a Standards Based Curriculum</b>	K-1

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>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.					
September 2022	January 2023	K-1 will continue to implement the lessons from My Brothers Keeper. 2-5 will implement lessons from FOSS.					
October 2022	January 2023	Building and instructional supervisor will conduct walkthroughs and classroom visits on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs, and followed up with feedback from supervisor.					

October 2022	January 2023	The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff.					
November 2022	December 2023	Grade 2-5 students will take FOSS written and performance pre-assessment, to note instructional needs in anticipation of taking the grade 5 science assessment (June 2024)					
October 2022	January 2023	Staff will engage in 3rd-5th lab based training with primary resource Full Option Science Systems(FOSS)					
October 2022	January 2023	Use of science labs for departmentalized grades.					
October 2022	January 2023	Administrators will conduct informal/formal walkthroughs to collect evidence of student voice.					
September 2022	January 2023	Based on the professional development provided by the instructional supervisor/elementary curriculum resource coordinator/FOSS representative, the community school site coordinator will encourage clubs to incorporate physical science topics aligned with grade level curriculum, and Next Gen Standards.					
September 2022	January 2023	Students will collaborate with their peers to complete rigorous tasks based on the NYS Standards that are aligned with the curriculum.					
September 2022	January 2023	Use of technology for critical thinking, critical expression, and problem solving skills; K-5					
September 2022	January 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).					
September 2022	January 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.					

### Mid-Year Benchmark (Receivership Only)

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.

Data Source	January 2022 Results	January 2023 Target	January 2023 Performance
Science Post Assessments	52%	80% proficient	

### Action Plan: 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
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.						
January 2023	June 2023	K-1 will continue to implement the lessons from My Brothers Keeper. 2-5 will implement lessons from FOSS.						



January 2023	May 2023	Building and instructional supervisor will conduct walkthroughs and classroom visits on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs.							
May 2023	May 2023	Grade 2-5 students will take the FOSS written and performance post-test, to note instructional needs in anticipation of taking the new grade 5 science assessment (June 2023).							
January 2023	May 2023	Based on the professional development provided by the instructional supervisor/elementary curriculum resource coordinator/FOSS representative, the community school site coordinator will encourage clubs to incorporate physical science topics aligned with grade level curriculum, and Next Gen Standards.							
January 2023	May 2023	The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support planning of professional development (PD) to be offered to instructional staff.							
January 2023	May 2023	Administrators will conduct informal/formal walkthroughs to collect evidence of student voice.							
January 2023	June 2023	Use of science labs for departmentalized grades.							
January 2023	June 2023	Staff will engage in 3-5th lab based training with primary resource Full Option Science Systems (FOSS)							
January 2023	June 2023	STEM activities for K-5 are aligned with grade level curriculum and NYS Standards.							
January 2023	June 2023	Increase student voice by challenging the perspectives of others.							
January 2023	June 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).							

January 2023	June 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.						
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Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup <i>(CSI schools use "All Students")</i>	June 2023 Goal	2021-22 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	32% of all students labeled as chronically absent	52% of all students are labeled as chronically absent
All Students	State Long-Term Goal-13.3%	

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?)
Based on anecdotal evidence, barriers for families to access all educational opportunities have to be identified and addressed.	
Based on anecdotal evidence, families need to be provided information on what qualifies as "good attendance."	

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 2022	September 2022	Beginning in July 2022, Home School Coordinator (HSC) will conduct home-visits throughout the summer, to focus on students who had an attendance rate of 89% or below during the 2021-2022 school year. Home-visits will focus on family barriers and provide information on the educational impact of the student's attendance rate.					

Chronic Absenteeism or School-Selected Goal

August 2022	August 2022	The Attendance Committee will create and translate a family friendly Attendance Flow-Map and monthly attendance report for each student.					
August 2022	August 2022	Attendance informational materials will be included in the Welcome Back packet sent to families.					
August 2022	August 2022	During Back to School Blast, Attendance Informational Meeting will be held for each grade level.					
September 2022	September 2022	Attendance Town Hall meeting will be held for families interested in participating in after-school programs and materials will be included with applications.					
September 2022	January 2023	The Attendance Committee will meet weekly to monitor the attendance of all students. The HSC and attendance officer will follow the Attendance Flow Map.					
September 2022	January 2023	Every month, members of the Attendance Committee will distribute attendance incentives to students and families who have 95% or better and top 3 classes for the month.					
September 2022	January 2023	Monthly attendance report will be sent to families detailing their student's monthly rate.					
September 2022	January 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).					
September 2022	January 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.					

Chronic Absenteeism or School-Selected Goal

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	58.6%	47.75	
% of students with 9 or more absences				
% of students with 9 or more absences				

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <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 2023	February 2023	HSC will have mid-year meetings with families whose students are chronic to date.						
January 2023	February 2023	The Attendance Committee will hold Attendance Town Hall Meetings to remind community of attendance expectations.						
January 2023	February 2023	The Attendance Committee will create mid-year attendance documents to share with families.						

Chronic Absenteeism or School-Selected Goal

January 2023	February 2023	The Attendance Committee will create a document to share with classroom teachers to share their class attendance rate.						
January 2023	June 2023	The Attendance Committee will meet weekly to monitor the attendance of all students. The HSC and attendance officer will follow the Attendance Flow Map.						
January 2023	June 2023	Every month, members of the Attendance Committee will distribute attendance incentives to students and families who have 95% or better and top 3 classes for the month.						
January 2023	June 2023	Monthly attendance report will be sent to families detailing their student's monthly rate.						
January 2023	June 2023	The community schools site coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (February, April, June).						
January 2023	June 2023	The community schools site coordinator will report monthly to BLT any recommendations provided by the CET (Community Engagement Team) to support the goals of the comprehensive plan.						
May 2023	June 2023	An end-of-year celebration called the <b>AttenDance</b> will be held for families and their students having 95% for the school year or better.						

Survey Goal (Equity and Student Support)

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Student	DV83: Students say the curricula is relevant to their interests and background.	59.4% strongly agree		

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
<b>Curricula is basal series for all content areas → reading materials and math problems are a part of basal materials</b>
<b>While curricular materials may have some diversity, students’ interests may not be reflected</b>
<b>School needs to find alternative ways to reflect student interests and cultural background</b>

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
September 2022	November 2022	Identify students in 3rd - 5th grades, interested in participating in Student Council for training and preparation of campaign.					
November 2022	November 2022	Hold Student Council elections with speeches to student body in 3rd - 5th grades.					
December 2022	January 2023	The Student Council will meet with the Faculty Advisor to design priorities for the school year.					
December 2022	January 2023	Members of the Student Council will be invited to participate on the Community Engagement Team to provide feedback on initiatives and outdoor learning space.					

Survey Goal (Equity and Student Support)

December 2022	January 2023	The Student Council will provide feedback to the Culturally Responsive Team regarding the “One School, One Book” initiative.					
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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.		
<b>Data Source</b>	<b>January 2022 Performance</b>	<b>January 2023 Performance</b>
<b>Student Council Survey</b>	n/a	

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					
<b>Start</b>	<b>End</b>	<b>Action</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
January 2023	April 2023	The Student Council will hold weekly meetings with their Faculty Advisor. Meetings should focus what class representatives share as concerns, priorities identified by the Student Council, and roles on building-wide committees.						
January 2023	May 2023	The Student Council will play an active role in planning and implementing the Morning Program with the PBIS Committee.						



Survey Goal (Equity and Student Support)

January 2023	June 2023	Members of the Student Council will be invited to participate on the Community Engagement Team to provide feedback on initiatives and outdoor learning space.							
January 2023	June 2023	The Student Council will provide feedback to the Culturally Responsive Team regarding the “One School, One Book” initiative.							

## 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).