2022-23
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City School District	Thomas O'Brien Academy	Sophia Newell	PK-5

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
Example: 3/6/22	*x*	*x*			
5/10	x	x	x		
5/11	x	x			
5/18			x	x	
5/23	x	x			

5/24	x	x	x	x	
5/25			x	x	
5/31			x	x	
6/2	x	x	x	x	x
6/14			x	x	x
6/15	x	x			
6/16		x	x		
6/17	x	x	x	x	
6/24	x	x		x	
6/27	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	The Building Leadership Team consists of stakeholders for nearly each subgroup. We have SPED, ENL, Primary grades, Intermediate grades, school psychologist, home school coordinator and administration represented
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 to obtain the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)															Signature
		5/10	5/11	5/18	5/23	5/24	5/25	5/31	6/2	6/5	6/14	6/15	6/16	6/17	6/24	6/27	
Sophia Newell	Principal										x			x		x	
Meghan D'Alessandro	Asst. Principal		x		x			x			x					x	
Maran Person	Literacy Coach		x					x	x		x						
Kim McDonough	Math Coach		x					x	x		x						
Marlena Klein	New Math Coach													x		x	
Aaron Harrell	Home School Coord.	x															
Micaela Townsend	Community Site Co.	x															
Aimee Ackley	ENL Teacher	x			X												
Kayla Williams	Gen ed Teacher		x	x	x			x			x						
Jackie Lappe	Gen ed Teacher		x	x	x			x			x			x			

Michelle Corlew	Gen ed Teacher					X				x						
Dan Hoffman	School Psychologist							x	x		x	x		x	x	
Jill Flood	SPED Teacher							x	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.

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 State Long-Term Goal	2021-22 ELA Academic Achievement Index
All Students	119.4	
SWD	78.6	

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Teachers need professional development to support students' ability to access grade level text in alignment with ELA standards.	K-5
Teachers need more time to plan with reading teachers and ELA coach to plan and implement the Wonders Unit of Study and to develop Tier 1 instructional plans	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
August	August	Staff sent to the standards institute, specifically in the ELA strand for professional development in utilizing grade level texts and providing equity in practices.					
August	December	The building leader will create and maintain monthly CPT and Tier 1 meetings schedules.					
September	December	Reading teachers and coach will work with classroom teachers to create, implement and update monthly					

		Tier 1 Plans utilizing NWEA, easyCBM, LSA and KSA data.					
September	December	The reading coach will facilitate subject-area planning with teachers during CPT and PD, ==focusing on the first unit of Wonders and developing Tier 1 plans.==					
September	December	Building leaders and the literacy coach will work together to prioritize grade level teachers that would need support with a coaching cycle.					
October	December	==The ELA coach will provide PD around the CORE Action step of implementing standards aligned, text dependent questions for instruction.==					
September	December	==The building leader and the coach will visit classrooms to ensure the successful implementation of Small Group Instruction based on Tier 1 plans.==					
October	October	The building leader and the coach conduct classroom visits focus on SGI to ensure instruction is in alignment with Tier 1 plans					
October	October	==The ELA coach will provide teachers PD around the CORE Action 3-responding to grade level questions orally and in writing.==					
October	December	After school tutoring will be provided to students through community partners that target ELA skill deficits.					
==**October**==	==December==	==The BLT will review pre/post test data to identify the need for course corrections, identify strengths and prioritize teachers who need targeted support.==					

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	34%	50%	
NWEA Mean Percentile	37	60	
Winter NWEA- % met projected growth	42%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	43	65	
SWD:Winter NWEA- % meeting mean RIT	3%	50%	
SWDs:NWEA Mean Percentile	13	60	
SWD: Winter NWEA- % met projected growth	21%	80%	
SWD: NWEA Mean Conditional Growth Percentile (CGP)	31	65	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*			**Monthly Progress Monitoring** Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet					
Start	**End**	**Action**	January	February	March	April	May	June
January	June	Reading teachers will work with classroom teachers to update monthly Tier 1 Plans utilizing NWEA, easyCBM, LSA and KSA data.						
January	January	Through classroom visits, assess the degree to which students are providing grade level responses orally and in writing.						
February	April	Reading coach will guide teachers' focus on CORE Action 3 (providing grade level responses orally and in writing) by developing teacher knowledge of the new						

		curriculum maps and providing PD on accountable talk/turn and talk/peer discussion strategies.						
January	June	Building leaders and the literacy coach will work together to prioritize grade level teachers that need support with a coaching cycle.						
Jan	June	After school tutoring will be provided to students through community partners that targets ELA skill deficits.						
Jan	June	The BLT will review pre/post test data to identify the need for course corrections, identify strengths and prioritize teachers who need targeted support.						

Math Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal State Long Term Goal	2021-22 Math Academic Achievement Index
All	117.3	
SWD	78.6	

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Teachers need professional development to develop a deeper understanding of how to plan for the delivery of the next generation mathematical standards and mathematical practices to support students in meeting the grade level standards	K-5
Teachers were not provided consistent embedded professional development around the three phase instructional model:" Launch, Explore, Debrief" (LED).	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	August	Staff were sent to the standards institute, specifically in the math strand for professional development.					
September	October	Math coach along with the math interventionist will work with grade level teachers to develop their					

		knowledge of the Bridges program, specifically how to deliver the program, use data, and how to structure small RtI groups. (Sept 27)					
September	October	Building leaders and coach will conduct walkthroughs/class visits to determine the success of the RTI groups and Bridges implementation.					
September	October	The instructional coach will conduct coaching cycles with teachers to support the defined learning from the first PD session. Coaching cycles will include planning, modeling and/or co-teaching of Bridges and RtI expectations.					
October	December	Teachers will participate in an embedded professional development (studio model) focused on review of Next Generation Learning Standards and the Launch phase of the Three Phase Instructional Model "Launch-Explore-Debrief" and accountable talk using high level tasks chosen from Envision or other standards based resources.					
October	December	Building leaders and instructional supervisors will conduct classroom visits focused on implementation of the Three Phase Instructional Model (specifically the **Launch**). Building leaders will specifically focus on the launch of the lesson, and the use of accountable talk.					
October	December	The BLT will review pre/post test data to identify the need for course corrections, identify strengths and prioritize teachers who need targeted support.					

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
All Students:Winter NWEA- % meeting mean RIT	30%	50%	
All Students:NWEA Mean Percentile	36	60	
All Students: Winter NWEA- % met projected growth	53%	80%	
All Students: NWEA Mean Conditional Growth Percentile (CGP)	49	65	
SWD:Winter NWEA- % meeting mean RIT	9%	50%	
SWDs:NWEA Mean Percentile	13	60	
SWD: Winter NWEA- % met projected growth	52%	80%	
SWD: NWEA Mean Conditional Growth Percentile (CGP)	51	65	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*	**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	Embedded professional development will focus on how to choose high-level tasks to implement the "Explore" phase.						
January	June	Coaching cycles will include modeling and/or co-teaching of the "Launch-Explore-Debrief" Instructional Model and/or RtI with center work, including Bridges Intervention Program.						
February	June	Teachers will implement weekly lessons using the Launch-Explore-Debrief Instructional Model using high level tasks from Envisions or other standards based resources. .						
February	June	Building leaders and instructional supervisors will conduct classroom visits focused on implementation of the Three Phase Instructional Model.						
Jan	June	The BLT will review pre/post test data to identify the need for course corrections, identify strengths and prioritize teachers who need targeted support.						

Science

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?)
Teachers need to develop a deeper understanding of next gen Science standards with a focus on the application in student hands-on work.	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**

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.					
TBD	TBD	One science training per grade level to address new learning around the NGSS Standards					

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

Action Plan: 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

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal State Long Term	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	
SWD	19.3	

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?)
TOAST needs to improve its attendance protocol which should address prevention, intervention and ongoing monitoring.	Prek-5
<mark>**Families struggle with transporting there student a mile or more to school during the Winter months.**</mark>	

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 BLT Attendance Subcommittee will review data to identify those students who have been chronically absent in the past school year and make calls/home visits to families to assess obstacles and anticipate needs for the upcoming year.					
July	August	The BLT Attendance Subcommittee will create a written attendance protocol for staff and a step-by-step policy for TOAST families. The subcommittee will plan attendance campaigns					

		with incentives for overall attendance improvement (i.e. winter attendance challenge to promote daily attendance when weather starts to get cold)					
September	September	At the September professional development, BLT Attendance Subcommittee will explain TOAST's updated attendance protocols and provide copies of new protocols.					
September	September	The Attendance Team will plan interventions and support for Tier 2/3 students to be implemented at the beginning of the school year.					
September	January	The TOAST attendance team will meet bi-weekly to review attendance data, identify students, and make recommendations for Tier 2 and 3 interventions. The team will conduct a bi-monthly review of interventions implemented to assess for effectiveness.					
September	January	Attendance team will establish, plan and coordinate the quarterly attendance receptions, where students and parents are rewarded for following district/TOAST attendance protocols (i.e. certificates, breakfast reception).					
September	January	TOAST attendance protocols will be followed by all staff: ● Robo calls will go out daily if students are marked absent by the teacher. ● Attendance must be to main office daily by 9am ● Contact will be made with every student who is absent daily.					

		• Attendance secretary will enter times of late arrivals and early dismissal each day. • Calls and home visit will be completed by home school coordinator and attendance officer as needed. • Attendance team reviews absences and teachers concerns to determine next steps i.e. attendance letters, calls home, home visits by HSC and/or Attendance officer and CPS calls. A list drawn from PowerBi will drive reviews. • Pre K attendance is enforced as per Prek district policy and letters are issued for 5, 10 and 15 day absences.					
September	September	Attendance Flowchart will be reviewed and provided to the attendance committee outlining interventions/supports.					
September	January	The Attendance Team will share Attendance Works resources monthly to families via FB, Remind and current media resources as outlined in the planning document.					

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**	40.68	27.3	
% of students with 9 or more absences	**SWD**	48.4	36.5	

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	Administration and attendance secretary will plan and coordinate the monthly attendance recognition events, where students and parents are rewarded for following district/TOAST attendance protocols.						
January	June	TOAST attendance protocols will be followed by all staff: ● Robo calls will go out daily if students are marked absent by the teacher. ● Attendance must be to main office daily by 9am ● Secretary makes calls if the robo call system is down. ● Attendance secretary and the home school coordinator will review daily absences of students identified as chronically absent by Power Bi (orange and red categories). Phone calls and home visits will be made by the home school coordinator and attendance officer.						

		● Attendance team reviews chronic absences/tardies/teachers concerns biweekly to determine next steps i.e. attendance letters, calls home, home visits by HSC and/or Attendance officer and CPS calls. ● Pre K attendance is enforced as per Prek district policy and letters are issued for 5, 10 and 15 day absences.						
January	June	The Attendance Team will share Attendance Works resources monthly to families via FB, Remind and current media resources as outlined in the planning document.						
January	June	The TOAST attendance team will meet bi-weekly to review attendance data, identify students, make recommendations for Tier 2 and 3 interventions. A bi-monthly review of interventions implemented to assess for effectiveness.						

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Students	**Our school is positive and fun**	73%	85%	85%

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Students are not given enough opportunities to have their voices heard.
Student's need a consistent time to be able to work out the emotional impact of their stressors.

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	Aug	The PBIS/RULER summer committee will meet over the summer, to provide PD for social emotional learning curriculum (RULER) and to create a schedule of bi-monthly celebrations for students.					

July	August	The Staff Equity Team will meet and create a schedule of activities that the Student Leadership Team will complete throughout the year that focuses on student voice and a schedule of the book study chapters that will be discussed in the equity meetings <mark>along with incorporating the NO Place for Hate initiative.</mark>					
Aug	Sept	Turnkey trainers will plan for and provide training on the RULER Mood Meter and charter anchors.					
Sept	Dec	<mark>Building leaders will conduct fidelity checks to ensure teachers are utilizing the Mood Meter to support their own social emotional awareness and their students' in identifying their feelings.</mark>					
Sept	Dec	School-based RULER Implementation teams will meet monthly to plan and provide ongoing professional development for staff.					
October	Dec	Administrators will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.					
Aug	Sept	PBIS committee will work with the home school coordinator to install a new school-wide positive reinforcement system/token economy (PBIS Rewards did not work) to replace Timberbaux physical tickets.					
Sept	Oct	<mark>Behavior specialists along with the social workers will streamline and monitor the implementation of the SAIG group/Tier 2 SEL/counseling with our Tier 2/3</mark>					

		team. SAIG group content will be created and shared using Google.					
Sept	Dec	PBIS committee will implement school wide incentives and bi-monthly celebrations.					
Sept	Dec	The Student Leadership Team will meet twice a month and implement the activities that focus on student voice/No Place for Hate monthly.					
Sept	Dec	The Staff Equity Team will meet monthly and complete a book study on recognizing unconscious bias.					
Sept	Dec	The Art expression program will be offered during the day and/or after school. Art expression is a program that is tailored to the developmental and emotional needs of our students to improve self-regulation skills.					
Sept	Dec	A mentor program will be developed and offered to students who benefit from creating and maintaining relationships with positive role models within the community during the school day and/or also after school.					

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**
School Survey	80% of students say that the school is positive and fun	

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**
Jan	June	The Student Leadership Team will meet twice a month and implement the activities that focus on student voice monthly.						
Jan	June	The Staff Equity Team will meet monthly and complete a book study on recognizing bias and providing equitable opportunities for students.						
Jan	Feb	Staff and Student Support Team will engage in explicit training with students of the Meta moment and Blueprint anchors of RULER.						
Jan	June	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.						
Jan	June	PBIS committee will implement school wide incentives and bi-monthly celebrations.						
Jan	June	The Art expression program will be offered during the day and/or after school.						
Jan	June	A mentor program will be developed and offered to students who benefit from creating and maintaining relationships with positive role models within the						

		community during the school day and/or also after school.						

Submission Assurances

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

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

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).