



2022-23

# GMES School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City Schools	Giffen Memorial Elementary	Jasmine Brown	Pre-K - 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>5.19.22</b>	X	X	X	X	
<b>5.26.22</b>	X	X	X	X	
<b>6.8.22</b>	X	X	X	X	
<b>6.15.22</b>	X	X	X	X	X

Stakeholder Participation

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		5.19	5.26	6.8	6.15	7.18						
Dawn Castle	ELA Instructional Coach	X	X	X	X							
Anna Walker	ELA Instructional Coach	X	X	X	X							
Daronda Addison	Math Instructional Coach	X		X	X							
Migdalia Torres	Social Worker	X	X	X	X							
Candi Simon	SPED 15:1 Teacher	X		X	X							
Britt Foley	Co-Teach Grade 1	X		X	X							
Kim Cirigliano	Grade 1 Teacher	X		X	X							
Sue Thomas	Grade 4 ELA Teacher	X		X	X							
Tiffany Moore	Grade 5 Math Teacher	X	X	X	X							
Jacqueline Johnson	Grade 3 ELA Teacher	X		X								
Amanda Boyd	Community School Site Coordinator	X		X	X							
Derek Johnson	Home School Coordinator Pre-K - 2	X			X							

Stakeholder Participation

<b>Walter Huntley</b>	Home School Coordinator 3 - 5	x		x								
<b>William Flax-Leight</b>	Assistant Principal Pre-K - 2	x		x	x							
<b>Nichol Dickson</b>	Assistant Principal 3 - 5	x	x	x	x							
<b>Jasmine Brown</b>	Principal	x	x	x	x							
<b>Kierra Keyes-Parker</b>	SPED Teacher 4/5	x		x	x							
<b>Shannon Pinkowski</b>	Grade 4 Math Teacher											

## 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 Community School</b>
<b>SCEP Goal(s) this strategy will support</b>	ELA, Math, Science, and Chronic Absenteeism

**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>	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?)
Benchmark Assessment data (easyCBM) indicate that while students are making progress in reading fluency, the gap to the 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.	K-5 ELA
Benchmark Assessment data (easyCBM / LSA) indicate that students lack mastery of phonemic awareness skills which negatively impacts their ability to decode and build fluency.	K-2 ELA
Lack of student progress on local curriculum based assessments (Wonders Unit Assessments) indicate that teachers must continue to build competency around unit planning, text based questions, and culminating writing tasks, to support all students in accessing grade level complex texts.	K-5 ELA
Lexia data suggests that teachers must build competency around consistent application of Lexia within classrooms and use of Lexia data to support foundational skills instruction and comprehension.	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 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
September 2022	September 2022	K-5 teachers will participate in professional development, provided by the ELA coaches, with a focus on unit planning for text-dependent questions (Core 2), culminating writing tasks, and all students engage in the work of the lesson(Core3).					
September 2022	September 2022	K-2 teachers will participate in review and planning of foundational skills and phonemic awareness instructional routines for text application.					
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 (to be developed in September).					
September 2022	October 2022	Teachers will participate in Lexia PD, provided by coaches and/or Lexia support specialists, to consistently use Lexia data to support foundational skills instruction, and to be monitored along with Tier 1 plan reviews.					
October 2022	November 2022	Coaches and reading teachers will work with grade level teams quarterly to focus on unit planning for text-dependent questions and culminating writing tasks.					
October 2022	December 2022	Teachers, with the guidance of the instructional coaches, will engage in a Common Planning Time(CPT) Structure of <i>Plan, Implement, Evaluate, Reflect</i> focused on planning for text dependent questioning and writing instruction. CPT structure will embed CRE principles in our work					

ELA Goal

		to ensure all students' access to complex grade level texts regardless of ability, ENL, SPED status, and racial/culture backgrounds.					
<b>October 2022</b>	December 2022	Coaches and reading teachers will work with grade level teams monthly to review the progression of reading subskills and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.					
<b>October 2022</b>	December 2022	Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around development of CORE Action 2 (text dependent questions) and CORE Action 3 (provide all students the opportunity to engage in the work of the lesson).					
<b>October 2022</b>	December 2022	TAs will engage in professional development and/or coaching cycles quarterly to support key instructional strategies within the classrooms they support.					
<b>October 2022</b>	December 2022	Administrators will engage in walkthroughs and classroom visits to monitor implementation and progress of ELA practices using the Instructional Practice Guide (CORE 2 and CORE 3) and alignment of small group instruction with Tier 1 plans.					
<b>October 2022</b>	December 2022	The Building Leadership Team will review results of Checkpoint/Benchmarking and NWEA data to determine the impact of the instructional strategies and make any mid-course modifications identified by the data (teacher and grade level support, strategy/practice shift, etc.)					

ELA Goal

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	15%	50%	
NWEA Mean Percentile	23%	60%	
Winter NWEA- % met projected growth	49%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	48%	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 2023	January 2023	Coaches and reading teachers will work with grade level teams quarterly to focus on unit planning for text-dependent questions and culminating writing tasks.						
January 2023	May 2023	Teachers, with the guidance of the instructional coaches, will engage in a Common Planning Time(CPT) Structure of <i>Plan, Implement, Evaluate, Reflect</i> focused on planning for text dependent questioning and writing instruction. CPT structure will embed CRE principles in our work to ensure all students' access to complex grade level texts regardless of ability, ENL, SPED status, and racial/culture backgrounds.						

ELA Goal

<b>January 2023</b>	May 2023	Coaches and reading teachers will work with grade level teams monthly to review the progression of reading subskills and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.							
<b>February 2023</b>	April 2023	Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around development of CORE Action 2 (text dependent questions) and CORE Action 3 (provide all students the opportunity to engage in the work of the lesson).							
<b>January 2023</b>	May 2023	Coaches and reading teachers will review and monitor strategic individualized use of the Lexia resource and to be monitored along with Tier 1 plan reviews.							
<b>January 2023</b>	May 2023	TAs will engage in professional development and/or coaching cycles quarterly to support key instructional strategies within the classrooms they support.							
<b>January 2023</b>	February 2023	The Building Leadership Team will review results of Checkpoint/Benchmarking and NWEA data to determine the impact of the instructional strategies and make any mid-course modifications identified by the data (teacher and grade level support, strategy/practice shift, etc.)							
<b>January 2023</b>	May 2023	Administrators will engage in walkthroughs and classroom visits to monitor implementation and progress of ELA practices using the Instructional Practice Guide and alignment of small group instruction with Tier 1 plans.							

Math Goal

Math Goal

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

Root Causes

What <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?)
Curricular and local assessments show that there is an inconsistency in RTI Math being implemented with fidelity in all grade levels with 3 or 4 rotations as intended (automaticity center, Dreambox, interventionist and teacher).	K - 5
Walkthroughs and lack of student progress (curricular and local assessments) show that there is an inconsistency in effective planning for and implementation of Math standards based instruction and Math routines.	K - 5

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, Gray-Not Yet				
Start	End	Action	August	September	October	November	December
September 2022	September 2022	K-5 teachers will participate in a PD that provides a review of the Math expectations of Math Core, small group, and RTI math.					

Math Goal

September 2022	October 2022	K-5 teachers and TAs will participate in professional development with a focus on planning RTI and small group instruction using Bridges as the resource.					
September 2022	October 2022	Administrators will engage in walkthroughs and classroom visits to monitor implementation of previous learning and implementation of launch routines, for assessment of movement to Explore routines.					
September 2022	October 2022	K-5 teachers will participate in reviewing and planning launch routines.					
September 2022	December 2022	Teachers, with the guidance of the math coach, will engage in a CPT Structure of Plan, Implement, Evaluate, Reflect focused on components of an effective math routine. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to problem solve rigorous math tasks based on their ability, ENL, SPED status, and racial/culture backgrounds.					
October 2022	November 2022	Teachers will participate in review of Dreambox, provided by math coach to align Fall math NWEA data to Dreambox, with inclusion and review of Math Tier I plans.					
October 2022	December 2022	Math coach and interventionists will work with grades 2 -5 level teams monthly to review the progression of math skills and standards to determine strategies to support grade level understanding and update Tier 1 plans based on all data points.					
October 2022	December 2022	Administrators will engage in walkthroughs and classroom visits to monitor implementation and progress of the math routines as it applies to Math RTI.					
November 2022	December 2022	Teachers will engage in PD, provided by Math coach, of varying modalities with a focus on the					

Math Goal

		Math teaching practices, student Math practices, and instructional routines surrounding high leverage <i>explore</i> routines.					
October 2022	December 2022	Coaching cycles will be utilized to model and/or co-teach high leverage explore routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.					
November 2022	December 2022	Administrators will engage in walkthroughs and classroom visits to monitor implementation and progress of the math routine as it applies to the exploration (for students to engage in a mathematical activity (alone, with partners, or in small group) to explore, gather, and record information; make and test conjectures; and solve a mathematical task).					
November 2022	December 2022	The Building Leadership Team will review results of Checkpoint, Bridges, and NWEA data to determine the impact of the instructional strategies and make any mid-course modifications identified by the data (teacher and grade level support, strategy/practice shift, etc.).					

Mid-Year Benchmark

Identify the <b>specific assessment of math 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	17%	50%	
NWEA Mean Percentile	23%	60%	

Math Goal

Winter NWEA- % met projected growth	49%	80%	
NWEA Mean Conditional Growth Percentile (CGP)	52%	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 2023	June 2023	Math coach and interventionists will work with grades 2 -5 level teams monthly to review the progression of math skills and standards to determine strategies to support grade level understanding and update Tier 1 plans based on all data points.						
January 2023	May 2023	Teachers, with the guidance of the math coach, will engage in a CPT Structure of Plan, Implement, Evaluate, Reflect focused on components of an effective math routine. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to problem solve rigorous math tasks based on their ability, ENL, SPED status, and racial/culture backgrounds.						
January 2023	March 2023	Teachers will engage in PD of varying modalities with a focus on the Math teaching practices, student Math practices, and instructional routines surrounding high leverage <b>explore</b> routines.						
January 2023	March 2023	Coaching cycles will be utilized to model and/or co-teach high leverage <b>explore</b> routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.						



Math Goal

March 2023	March 2023	Teachers will participate in review of Dreambox, provided by math coach to align <i>Winter</i> math NWEA data to Dreambox.						
April 2023	May 2023	Teachers will engage in PD of varying modalities with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage <i>debrief</i> routines.						
April 2023	May 2023	Coaching cycles will be utilized to model and/or co-teach high leverage <i>debrief</i> routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.						
January 2023	May 2023	Administrators will engage in walkthroughs and classroom visits to monitor implementation and progress of the math routine as it applies to the debrief (students work as a community of learners, discussing, justifying, and challenging various solutions to the problem that they have just worked on).						

## 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?)
Need to have a focus on enhancing teacher understanding of the NYS (P-12) Science Learning Standards and Performance Expectations based on their primary resource (FOSS) lab work and guiding documents grounded in the most current research in science and scientific learning - Core Area 1: Science and Engineering Practices: <ul style="list-style-type: none"> <li>- Asking questions and defining problems</li> <li>- Planning and carrying out investigations</li> <li>- Analyzing and interpreting data</li> <li>- Using mathematics and computational thinking</li> </ul>	K - 5
Science is taught once every 5 days for 120 min. (intermediate grades) and expected to be taught 112 minutes/week on the primary level. Due to the inconsistency of Science instruction, retention of taught Science knowledge is diminished and not always retained. GMES is in need to consistently implement and consistently monitor Science instruction for prolonged retention of Science standards and skills across grade levels, in preparation for Grade 5 Science assessment.	K - 5

### 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

Math Goal

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.					
July 2022	August 2022	Science will be placed in all teacher schedules based on the district guidance.					
September 2022	December 2022	The instructional coach will work with Grade 4 and Grade 5 Science/Math teachers quarterly to review the results of the written and performance baseline assessment and offer strategies for implementing during instruction.					
October	December 2022	GMES administrators will conduct monthly Science classroom visits to monitor fidelity of instruction during the Science block.					

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 (% Proficient)	January 2023 Target	January 2023 Performance
Q2 Science Post Assessment	11%	80%	

Action Plan: January to June

Math Goal

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	May 2023	The instructional coach will work with grade 4 Science/Math teachers quarterly to review the results of the written and performance baseline assessment and offer strategies for implementing during instruction.						
January 2023	May 2023	GMES administrators will conduct monthly Science classroom visits to monitor fidelity of instruction during the Science block.						

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism/MTSS

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	RULER will be implemented with fidelity in all classrooms for the 2022-2023 school year.	
<b>All Students</b>	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?)
RULER SEL: Due to the pandemic and other outside factors, student’s social emotional state have been compromised and the district has taken charge to try to address this using the RULER platform. In an effort to create a safe emotional space, RULER implementation will assist in providing the comfort to come to school.	K-5
Attendance outcomes and goals need to be identified to support Tier III attendance students, identify and work with families to remove barriers, prevent Tier II students from becoming Tier III students, and work within our PBIS framework (addressing all tiers) to encourage all students and families to improve attendance.	K - 5

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	RULER will be launched in the classrooms- teachers will have a SEL block placed in their schedules to complete the curriculum.					

Chronic Absenteeism or School-Selected Goal

September	December	RULER PD will occur on a monthly or every other month basis to assist teachers in implementing the program with students.					
September	December	Classroom visits will be conducted at least every other month to monitor implementation.					
July	August	Chronically absent students for the 2021-2022 school year will be identified by 18+ absences during the 2021-2022 school year. Home school coordinators will conduct summer interventions to support students entering the 2022-23 school year.					
September	December	The Attendance Committee will meet bi-monthly to plan for student interventions based on the PowerBI tiered identification of students and SchoolTool audits.					
September	December	Home school coordinators will utilize the daily attendance report, in conjunction with daily information from the nurse, to make and document daily phone calls to all absent students, prioritizing Tier II, and Tier III students to identify barriers and support those barriers identified.					
September	December	Assistant principal(s) and HSC(s) will meet weekly to discuss all attendance tiered students and review next steps (attendance letters, home visits necessary, attendance teacher notices, etc.).					
September	December	School-wide incentives will occur daily for homerooms that have 100% attendance, monthly for grade levels (classroom banners) with the highest level of attendance (will also be incorporated into NWEA, attendance during NYS testing days, etc.).					

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	46.2%	35%	

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	June	RULER PD will occur on a monthly or every other month basis to assist teachers in implementing the program with students.						
January	June	Classroom visits will be conducted at least every other month to monitor implementation.						
January	June	The Attendance Committee will meet bi-monthly to plan for student interventions based on the PowerBI tiered identification of students and SchoolTool audits.						
January	June	Home school coordinators will utilize the daily attendance report, in conjunction with daily information from the nurse, to make and document daily phone calls to all absent students, prioritizing Tier II, and Tier III students to identify barriers and support those barriers identified.						

Chronic Absenteeism or School-Selected Goal

January	June	Assistant principal(s) and HSC(s) will meet weekly to discuss all attendance tiered students and review next steps (attendance letters, home visits necessary, attendance teacher notices, etc.)						
January	June	School-wide incentives will occur daily for homerooms that have 100% attendance, monthly for grade levels (classroom banners) with the highest level of attendance (will also be incorporated into NWEA, attendance during NYS testing days, etc.).						



Survey Goal (Equity and Student Support)

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Giffen Memorial Elementary School (GMES) parents	Family Engagement Survey (#43, 44)	2021 - 2022 DTSDE Family Engagement Survey indicates the following metrics addressing student support and equity (#43 and 44). F43. Teachers contact me, not just in times of concern. 88.9% F44. Our school has programs for families so we can help our children at home.90%	The goal is that all identified questions sit within the Asset level range (75% or greater).	
Giffen Memorial Elementary School (GMES) students	Student Voice Survey (#RC13, DV81, DV83)	2021 - 2022 DTSDE Student Voice Assessment indicates the following metrics addressing student support and equity (RC13, DV81, DV83). RC13. Teachers and staff treat students fairly when they do not follow the rules. 63.4% DV81. Students say that staff do not show any preconceived bias toward any student group.59.3% DV83.	The goal is that all identified questions sit within the Asset level range (75% or greater).	

Survey Goal (Equity and Student Support)

		Students say the curriculum is relevant to their interests and background. 67.2%		
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Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?	Is this specific to certain sections of the school (grade/content area?)
Giffen educators must understand the importance of educating with a social/political analysis to teach with purpose beyond mastering traditional content and demonstrating proficiency on state assessments.	K - 5
Giffen educators must strengthen their understanding of Culturally Relevant Pedagogy in order to create more affirming environments for their majority black and brown student population.	K - 5
While the above identified DTSDE results from our Family Engagement Survey indicate that it is at an asset level, the 21.22 year presented less face to face opportunities to engage with parents and we received a significantly less amount of surveys, therefore the team would like to continue to address this item from the previous year. Prior to the 21.22 school year, the survey identified a deficit in the successful sharing of information that will empower and inform parents on their role in positively impacting their children's success. Some of these communication barriers lie within the school/staff to school/staff communication that also prevents clear and concise sharing of information. While there are a variety of modes and opportunities to share information and communicate with parents, attendance also remains low at scheduled events.	K - 5

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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Survey Goal (Equity and Student Support)

			Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
August	September	Strategic planning and meeting with potential partners to build Common Planning Time Enrichment Catalog based on student interests to identify workshops and activities.					
September	January	Strategic placement of HSCs at arrival and dismissal doors, in order to have consistent face to face communication with families to reinforce information shared via email, robocalls, flyers, etc.					
September	January	Coordinators will conduct quarterly focus groups to gather information regarding school to home communication.					
September	September	Remind training / refresher will be provided for staff professional development on use of the Remind App for consistent reciprocal communication for each teacher/coordinator with parents.					
September	January	Giffen Memorial Elementary school will engage in the No Place for Hate campaign, led by our Student Leadership and Equity Teams, to take steps to make our school environment more safe and affirming for students.					
October	October	Giffen Memorial Elementary School will identify and prepare one pilot class to implement the Academic Parent Teacher Teams model for Quarter 1 start.					
November	January	1st two Academic Parent Teacher Team sessions to be completed with pilot grade level.					
October	January	Ongoing professional development for Student School-Wide Book Read text in preparation for student distribution and class projects.					

Survey Goal (Equity and Student Support)

October	January	Ongoing CRE / Equity professional development sessions both Equity Team-led and facilitated by hired consultant.					
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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.		
Data Source	January 2022 Performance	January 2023 Performance
DTSDE 21.22 Survey	43. Teachers contact me, not just in times of concern - 88.9% Agree or Strongly Agree 44. Our school has programs for families so we can help our children at home. - 90% Agree or Strongly Agree	

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	Strategic placement of HSCs at arrival and dismissal doors, in order to have consistent face to face communication with families to reinforce information shared via email, robocalls, flyers, etc.						

Survey Goal (Equity and Student Support)

January	June	Coordinators will conduct quarterly focus groups to gather information regarding school to home communication.						
February	May	Remaining Academic Parent Teacher Team sessions to be completed with identified pilot class						
January	May	Distribution of school wide book to kickstart class projects and activities.						
January	May	Ongoing CRE / Equity professional development sessions both Equity Team-led and facilitated by hired consultant.						

## 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.

## Submission Assurances and Instructions

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).