



2022-23

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City School District	Pine Hills Elementary School	Tia Corniel	PK-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
Asian						
Black						
ED						
ELL						
Multiracial						
Hispanic						
SWD						
White						

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.

	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
Meeting Date					
May 4, 2022	x	x	x	x	x
May 31, 2022	x	x	x	x	
May 24, 2022	x	x	x	x	
May 25, 2022		x	x	x	
June 16, 2022		x	x	x	

Stakeholder Participation

June 22, 2022		x	x	x	x
June 23, 2022		x	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 <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i>										Signature
		5/4	5/24	5/25	5/31	6/16	6/22	6/23				
Tia Corniel	Principal	x	x		x	x	x	x				
Allisen Brodie	Assistant Principal	x		x		x		x				
Morgan Austin	Home School Coordinator	x		x		x		x				
Tahaine Chavez	District Attendance Teacher			x		x						
Melissa Parsons	Teacher	x										
Tiara MacFaline	Teacher	x	x									
Lucy Gould	Teacher	x		x								
Justin Gallo	Teacher	x		x								
Jillian Gonch	Behavior Specialist	x						x				
Peg Webb	Math Coach	x	x									
Betsy Wright	ELA Coach	x		x								

Stakeholder Involvement Signature Page

Courtney Williams	Parent											
Michelle Chiappone	Teacher						x					
Jessica Short	Teacher			x			x					
Angela Jones	Teacher	x			x							
Artell Eastman	Teacher	x					x					
Amy Gallagher	Teacher	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:

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	

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.

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

ELA Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 ELA Academic Achievement Index
All	108.9	106.8

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?)
Pine Hills Elementary School staff lack the training to analyze text and implement instructional practices allowing students to engage in rigorous text dependent questions using on grade level complex texts. (connection to Leader in Me Paradigm 4- Educators empower students to lead their own learning).	K-5
Pine Hills Elementary School staff have not provided equitable access to rigorous instruction for all, based on beliefs in student ability (connection to Leader in Me Paradigm 2- Everyone has genius).	K-5
Pine Hills Elementary School staff lack the training to implement foundational skills scope and sequence as revised for the 2022-23 school year.	K-3
Current co-teach structures for SPED co-teach classes and ENL collaboration have been ineffective at moving student academic achievement.	K, 1, 2, 5

ELA Goal

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
September	September	Professional development will be provided to classroom teachers, ENL teachers and SPED co-teachers focused on co-teaching best practices and instructional models.					
September	September	During annual Evaluation Planning Meetings teachers will receive a copy of their '21-'22 academic data and individualized student data to begin the process of setting Wildly Important Goals (WIGs) for their classroom that will be revisited at mid-year and end-of-year benchmarks.					
September	December	Develop grade level Tier 1 plans based on Spring 2022 data with gap analysis to identify students in need of Tier 2/3 intervention reading. Classroom teachers, SPED, Reading and ENL teachers will engage in monthly monitoring of student progress and adjustment to Tier 1 plans. This process will include a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data.					
October	December	K-2 teachers, with the guidance from the instructional coach and school leaders, will engage in CPT focused on planning for small group reading instruction in alignment with the K-2 Foundational Skills Map and incorporation of Haggerty Phonemic Awareness.					
October	December	School leaders will engage in K-2 class visitation of small group reading instruction looking for alignment to the foundational skills guides.					

ELA Goal

November	December	Teachers in grades 3-5, with the guidance of the instructional coach and school leaders, will engage in a CPT focused on planning for the lesson and unit text dependent question (core action #2- addressing each of the four components of the core action holistically). CPT will emphasize Leader in Me Paradigm 2- 'Everyone has genius' and will be structured to embed discussions of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds.					
October	November	School leaders will engage in 3-5 class visitation of Core ELA Instruction looking for Text Dependent Questioning & alignment to Core Actions #2 and 3 on Achieve the Core Instructional Guide. With the connection of the Leader in Me Paradigm 4- 'Educators Empower Students to Lead Their Own Learning', look fors will include the ways in which students utilize voice through student discourse and in writing. The trends of visitation will be shared on a bi-weekly basis through weekly updates.					
November	December	Embedded professional development planning to meaningfully increase student voice with meaningful student to student discourse and writing while intentionally focusing on supporting implementation of materials for small group instruction in ELA, addressing the unfinished instruction while also supporting teachers in developing expertise in the foundational skills scope and sequence, Wonders Unit Plans, and grade level writing.					
October	December	Coaching cycles will be differentiated based on demonstrated teacher need will occur with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders					

ELA Goal

		Unit Plans (including TDQs), and grade level writing as aligned to professional development opportunities.					
October	December	School leaders will engage in targeted walkthroughs that align with coaching cycles, to observe implementation of instruction aligned to the coaching cycle. Feedback from walkthroughs will be provided to teachers with targeted feedback and next steps connected to outcomes of CPT planning.					
September	December	A reading teacher will push in during daily 60-minutes double dose to all K-5 co-teach classrooms, working alongside classroom teacher, TA (grades K &1) and ENL teachers.					

Mid-Year Benchmark

Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2022 performance.			
Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.			
Assessment	January 2022 Performance	January 2023 Target	January 2023 Performance
Winter NWEA- % meeting mean RIT	All-32% Black- 23% SWD- 8% ENL- 5%	50% for all subgroups	
NWEA Mean Percentile	All- 35% Black- 31% SWD- 20% ENL- 14%	All-50% Black-50% SWD-50% ENL-50%	
Winter NWEA- % met projected growth	All- 52% Black- 50%	80% for all subgroups	

ELA Goal

	SWD- 44% Hispanic-45% ENL- 48%		
NWEA Mean Conditional Growth Percentile (CGP)	All- 49% Black- 40% SWD- 40% ENL- 44%	65 CGP all subgroups	

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? <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	May	Monthly monitoring of student progress and adjustment to Tier 1 plans will occur during scheduled meetings. Tier 1 review will include triangulation of a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data.						
January	June	Teachers, with the guidance of the instructional coach and school leaders, will engage in a CPT focused on student written responses for text dependent questioning (core action #3). With the connection of the Leader in Me Paradigm 4- ‘Educators Empower Students to Lead Their Own Learning’, look fors will include the ways in which students utilize voice through student discourse and in writing. The trends of visitation will be shared on a bi-weekly basis through weekly updates. CPT structure will embed discussion of equity and bias in our beliefs about students’ abilities to achieve with complex grade level texts based on their ability, ENL, SPED status, and racial/culture backgrounds.						

ELA Goal

January	June	(Writing) School leaders engage in class visitation of core ELA instruction looking for Text Dependent Questioning & alignment to Core Action 3 on Achieve the Core Instructional Guide. The trends of visitation will be shared on a bi-weekly basis through weekly updates.							
January	May	Professional development planning will intentionally focus on supporting implementation of materials writing in Wonders Unit Plans. Addressing the unfinished instruction while also supporting teachers in developing expertise in the Wonders Unit Plan and grade level writing.							
January	May	Coaching cycles will occur with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders Unit Plans (including TDQs), and grade level writing as aligned to professional development opportunities.							
January	May	School leaders will engage in targeted walkthroughs that align with coaching cycles, to observe implementation of instruction aligned to the coaching cycle. Feedback from walkthroughs will be provided to teachers with targeted feedback and next steps.							

Math Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 Math Academic Achievement Index
All	95.6	86.3/119.4 (State Long-Term Goal)

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?)
Research based strategies are not consistently implemented in classes to launch Math lessons in a way that builds on existing student understanding and connects to the lesson explore component.	K-5
All students do not have equitable access to opportunities to use their voices in class to build on their existing mathematical understanding. (connection to Leader in Me Paradigm 2- Everyone has genius).	K-5
Research based interventions determined by student data are not being consistently implemented in a systematic way across all classrooms.	K-5
Students with disabilities and English Language Learners are not showing consistent growth across levels due to a lack of alignment in instruction between classroom teacher and co-teacher.	K,1,2,5

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	Math coach and math interventionists will create a High Risk list for all sections based on current available data for grades 2-5 to drive Math Intervention group establishment					

September	September	Professional development will be provided to classroom teachers, ENL teachers and SPED co-teachers focused on co-teaching best practices and instructional models.					
September	September	During annual Evaluation Planning Meetings teachers will receive a copy of their '21-'22 academic data and individualized student data to begin the process of setting Wildly Important Goals (WIGs) for their classroom that will be revisited at mid-year and end-of-year benchmarks.					
September	November	Math coach will provide 90-minute embedded PD for grade levels new to using Bridges Curriculum (initial training began in 21-22 for grade 5 and 1).					
October	November	School leaders engage in class visitation of small group instruction during RTI looking for consistent implementation of research based interventions (Bridges). The trends of visitation will be shared on a bi-weekly basis through weekly updates.					
October	November	Grades 3-5- Math coach/interventionists will work in 4 week cycles during collaborative planning time (CPT) for the upcoming RTI sessions; they will introduce research based intervention strategies(Bridges Intervention) that support student learning based on current data in the current domain being taught. (alternating K-2 and 3-5 bands).					
November	December	Math coach will provide embedded professional development using a studio model on the Three Phase Instructional Model. Focus will be around the explore section of the model. Emphasis will be placed on sustaining the productive struggle and teacher questioning and differentiation.					
November	December	CPT will focus on planning, specifically connecting the launch and explore of the lesson in grade level teams.					

		The lessons will be modeled using a Studio Model in 1-2 band and 3-5 band.					
October	December	Coaching cycles will include modeling and/or co-teaching that connects the “Launch” to the “Explore” section of the three phase instructional model.					

Mid-Year Benchmark

Identify the specific assessment of math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2022 performance.			
Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.			
Assessment	January 2022 Performance	January 2023 Target	January 2023 Performance
Winter NWEA- % meeting mean RIT	All- 24% Black- 17% SWD- 7% ENL- 12%	50% for all subgroups	
NWEA Mean Percentile	All- 32% Black- 28% SWD- 18% ENL- 20%	All-50% Black-50% SWD-50% ENL-50%	
Winter NWEA- % met projected growth	All- 52% Black- 50% SWD- 44% Hispanic-45% ENL- 48%	80% for all subgroups	
NWEA Mean Conditional Growth Percentile (CGP)	All- 50% Black- 54% Hispanic- 43% SWD- 38% ENL- 43%	65 CGP all subgroups	

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? <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	Math coach will work monthly during collaborative planning time (CPT) for the upcoming launch connected to the explore portions of the lesson (alternating K-2 and 3-5 bands) where teachers will have opportunities to model/practice scaffolding lessons that incorporate mathematical practices 1, 2, 7 and 8.						
February	April	Math coach will provide a second round of embedded professional development using a studio model on the Three Phase Instructional Model. Focus will be around the explore section of the model and increasing student discourse and scaffolding lessons that incorporate mathematical practices 1, 2, 7 and 8.						
March	March	Data meetings will be held with grade levels K-5 and the instructional coach to triangulate math data from the NWEA benchmark assessment and classroom post assessments. RTI Groups and focus will be adjusted with the support of the coach, interventionists and classroom teacher.						
January	April	Coaching cycles will include modeling and/or co-teaching of the “Explore” section of the three phase instructional model.						
January	June	School leaders will engage in walkthroughs and visitation of Core Math to connect teacher learning from embedded PD to instruction. With the connection of the Leader in Me Paradigm 4- ‘Educators Empower Students to Leader Their Own Learning’, look fors will include the ways in which students utilize						

		voice through student discourse and connection to mathematical practice.							
--	--	--	--	--	--	--	--	--	--

Science

Action Plan: August to January

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

Chronic Absenteeism or School-Selected Goal

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	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)	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	14.2%	16.18%	28%
Asian	14.3%	15.91%	24%
Black	20%	14.19%	27%
ED	22.9%	19.03%	32%
ELL	21.8%	14.63%	31%
Hispanic	26.8%	24.36%	40.5%
SWD	27.5%	22.0%	34%

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?)
Pine Hills Elementary School has developed a system for students who are chronically absent while recognizing the need for differentiated approaches/supports based on families' unique/individualized needs. The procedures currently put in place do not adequately address varying family circumstances, challenges, or barriers.	K-5
There is not currently a consistent system to connect attendance concerns with the MTSS process.	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
June	August	The Attendance Committee will review '21-'22 attendance data and identify CA students, then align them to tiered supports based on days in session as opposed to overall. A student's tier placement will					

Chronic Absenteeism or School-Selected Goal

		determine outreach and initial support plans developed over the summer.					
June	August	Admin and HSC will conduct targeted home visits to identified CA students (red and orange from Powerbi) to identify barriers to attendance and connect families with appropriate supports and build a relationship between home and school.					
June	August	Attendance Flowchart will be reviewed, modified, and updated, viewed as a living document and provided to staff outlining processes and tiered interventions/supports.					
August	September	Pertinent parent information regarding transportation, school start date and August Newsletter will be sent home in welcome back letter to all families. All teachers will receive a classlist identifying students who were chronically absent for the '21-'22 school year. Teachers will reach out to CA students/families with a welcoming phone call prior to the first day of school during a PD session. Staff will also reach out to any student absent during the first two weeks of school. Teachers will put a global note in Schooltool summarizing their outreach. FTE process will be followed by the Attendance Team.					
August	September	Admin and HSC will implement a system that tracks the impact of our supports and interventions for identified students and analyzes their impact on a trimester basis - looking at days in session and comparing to last year's days in session. (System was developed in 2021-2022)					
September	January	The Attendance Flowchart will be shared with staff and reviewed during a PD prior to the start of school. Staff will follow the Flowchart, utilizing Schooltool notes as a mode of two-way communication with the					

Chronic Absenteeism or School-Selected Goal

		Attendance Team. An Attendance Committee Point Person will be identified as a contact for each grade level. Attendance members will be available to meet with grade levels during Wednesday professional development hour.					
September	December	The Attendance Committee will meet daily for a quick touch point meeting on the Daily Attendance for the day. Students who are absent will be identified and a member of the committee will reach out to identify and address the barriers.					
September	December	Attendance committee will work with the MTSS Committee to identify a system to connect students on the path to chronic absenteeism to MTSS via referral. (Requires audit of students who are CA and those already in the MTSS process for academic reason). Reasons for student absences will be considered when considering an MTSS referral.					
September	December	Teachers and students will track daily class and individual student attendance in leadership notebooks, noting 95% or better as well as improved attendance. Students will share their own attendance data during their Student Led Conferences with their families at the first parent/teacher conference, using student voice to explain the importance of being in school every healthy day.					

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 Students	14.4%		
% of students with 9 or more absences	Asian	.02%		
% of students with 9 or more absences	Black	5%		
% of students with 9 or more absences	ELL	3%		
% of students with 9 or more absences	Hispanic	5%		
% of students with 9 or more absences	SWD	3%		

Chronic Absenteeism or School-Selected Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes 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	The Attendance Committee will meet daily for a quick touch point meeting on the Daily Attendance for the day. Students who are absent will be identified and a member of the committee will reach out to identify and address the barriers.						
January	February	Midyear attendance data will be pulled and we will review/set up conferences. Review students identified as Tier 2 and 3, determining if supports in place are impactful. All Tier 3 attendance concerns/families reaching 12 or more absences will be called to attend an attendance meeting where a Success Plan will be developed addressing attendance concerns.						
January	June	Staff will continue to make phone calls after the student's 2nd consecutive absence, making the connection between academics and attendance - connection between seat time, what students are missing when they're tardy/absent, impact on academics. Information will be shared with the Attendance Committee via SchoolTool notes. The Attendance Committee will use the Attendance Flowchart to identify when students should be receiving attendance letters and other support. Information will be shared with teachers via SchoolTool.						
January	June	Admin and HSC will continue to track the impact of our interventions for identified students and analyze						

Chronic Absenteeism or School-Selected Goal

		their impact on a trimester basis, correlating with report cards.						
January	June	Each month at our Leadership Assemblies, we will identify and celebrate students who have positive attendance and those who have improved their attendance. We will send home letters/awards to students and families to celebrate their attendance achievements.						

Survey Goal (Equity and Student Support)

Survey Goal

Stakeholder Group	Survey Question	2022 Results	2023 Target Responses	2023 Target Performances
Student	Leader in Me Annual MRA Survey- Academics “Do you find answers to questions with your classmates as a way to help you learn?”	62% of students responded ‘Yes, Definitely’ or ‘Mostly’	80% of students respond ‘Yes, Definitely’ or ‘Mostly’	
Student	Leader in Me Annual MRA Surve- Culture “Do students have the power to change how things are done at your school?”	51% of students responded ‘Yes, Definitely’ or ‘Mostly’	75% of students respond ‘Yes, Definitely’ or ‘Mostly’	
Staff	Leader in Me Annual MRA Surve- Culture “All Students can reach their potential when provided with equitable opportunities and support.”	29% of staff responded “All” and 56% of staff responded ‘Most’	100% of staff respond ‘All’	

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
Students have had limited opportunity to take ownership in the SEL learning in the classroom while being provided with opportunities to connect to their everyday lives.
‘Students have controlled voice’ around certain areas of the school experience. There are times/opportunities for students to share talent/perspective/genius and lead in areas- usually when they are learning about one of the habits of highly effective people (i.e. leadership day, leadership assemblies).
Pine Hills ES has not offered service learning opportunities earlier in the year (school-wide) for each student to reflect on their genius/talent and ‘individual influence’ on their school community and world.
Pine Hills staff need opportunities to reflect on their mindsets related to their beliefs about student potential and abilities.

Survey Goal (Equity and Student Support)

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			Monthly Progress Monitoring Green-Complete, Yellow- In Progress, Red-Incomplete, Grey-Not Yet				
Start	End	Action	August	September	October	November	December
August	September	Members of the Lighthouse Leadership Team will engage in the development of explicit connection between RULER lessons and the 8 Habits of Highly Effective People.					
September	December	Staff and student leaders will engage in explicit education in SEL and the 8 Habits of Highly Effective People using the space/time in the master schedule and the scope/sequence of the teaching of habits.					
September	November	Teachers will develop Tier 1 Behavioral plans aligned to RULER Core routines. School leaders will utilize Tier 1 fidelity checks also aligned to RULER Core routines to support the classroom learning environment.					
September	November	The RULER Implementation Team will deepen teacher understanding of the RULER curriculum by reviewing the materials with supplements for teachers (core routines + lessons and units along with unit pacing guide).					
September	November	The RULER Implementation Team and student leaders will push into classrooms (developing videos to share with the larger school community) to model RULER based lessons with students.					
October	December	The Student Lighthouse Team will meet twice monthly beginning in October with a focus on continuation of student based service learning started during the 2021-2022 academic year. Student leader officers will be in place for 1.5 years instead of 1 year. Elections in May/June 2023. -					

Survey Goal (Equity and Student Support)

		Move to grade level reps as opposed to class representatives.					
September	December	Pine Hills ES will reincorporate our whole school leadership assemblies on a monthly basis for Habits of Highly Effective People when student voice will be on display. In addition to learning about each of the habits, incorporation of PBIS Field Trips to instill high expectations for all students and highlight student voice and student leader successes.					
November	December	The Equity Team and Student Lighthouse Teams will work together to roll out the 'No Place for Hate' Activities for the course of the year, identifying the activities that enhance students' understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in our school community.'					

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
2023 MRA Survey (March-May)		

Survey Goal (Equity and Student Support)

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? <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	April	As the Student Lighthouse rolls out their service learning project for the year, student leaders will identify and choose a text focused on equity/social justice incorporation of the 2nd One School One Book for the year. Social justice standards aligned to service learning project from Student Lighthouse (the Student Lighthouse would help to research the book, present to the school community).						
January	May	Students will maintain a Leadership Notebook throughout the year focused on tracking attendance, progress towards Wildly Important Goals, and their Genius. Family connection- Student voice will be incorporated in monthly PTA meetings with the student presentation of Leadership Notebooks (showing off their genius during PTA meetings, grade levels assigned by habit month). Student leaders will continue to engage in student-led conferences for their families.						
January	June	Staff and student leaders will engage in explicit education in SEL and the 8 Habits of Highly Effective People using the space/time in the master schedule and the scope/sequence of the teaching of habits.						
February	May	The RULER Implementation Team and student leaders will push into classrooms (developing videos to share with the larger school community) to model RULER based lessons with students.						
January	June	Pine Hills ES will reincorporate our whole school leadership assemblies on a monthly basis for Habits of Highly Effective People when student voice will be on						

Survey Goal (Equity and Student Support)

		display. In addition to learning about each of the habits, incorporation of PBIS Field Trips to instill high expectations for all students and highlight student voice and student leader successes.						
January	May	The Equity Team and Student Lighthouse Teams will work together to roll out the 'No Place for Hate' Activities for the course of the year, identifying the activities that enhance students' understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in our school community.'						

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 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).