



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Albany	Giffen Memorial Elementary	PK-5

Collaboratively Developed By:

The Giffen Memorial Elementary SCEP Development Team:
Jasmine Brown, William Flax-Leight, Wanda Nichol Dickson, Amanda Boyd, Walter Huntley, Derek Johnson, Jacqueline Johnson, Anna Walker, Daronda Addison-Brown, Susan Thomas, Shannon Pinkowski, Kim Cirigliano, Britt Foley, Carmela Moore, Kathryn Lord, Migdalia Torres, Tiffany Moore, Linda Mitchell, Candi Simon, Janel Modoski, Kierra Keyes-Parker, Farah Richardson, Cynthia Temple

And in partnership with the staff, students, and families of Giffen Memorial Elementary Community School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#) - All Schools
- [Analyze: Survey Data](#)- All Schools

Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)- All Schools
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I-ELA/Social Studies- [District ELA/Social Studies Guidance](#)

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>GMES commits to using data to inform and lift instructional practices to allow all students opportunities to engage in the work of the lesson leading to improved student outcomes.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>As a school, we believe that it is important to continue to use data for instructional decision making and to elevate our instructional practices by using evidence based strategies. We believe that all students need to be provided with the opportunity to do the majority of the work of the lesson, persevere through difficulty, talk and ask questions about each other’s thinking, and refine their written or oral responses.</p> <p>Based upon our Spring 2022 NWEA growth scores, the team noticed that several classrooms and grade levels showed growth at or above 80%. Though proficiency increased in all grade levels, we still remain well below our goal of 80% proficiency in all classrooms and grade levels. We believe this increased growth is directly connected to consistent use of the Lexia platform, consistent review of Tier I plans, and ELA instruction aligned with Core Action 2 (Instructional Practice Guide).</p> <p>In reviewing building level Lexia data, over 16 out of 33 instructional weeks, our building-wide usage was above 50%. At the start of the school year (September 2022), 11% of our students were working on at or above grade level skills in Lexia. As of June 2023, 41% of our students were working on at or above grade level skills. Per review of our NWEA growth and proficiency scores, 19 out of 22 classrooms had 50% or more students achieve their individual growth scores; and 9 of those 19 had 80% or more students achieve their individual growth goals. While proficiency increased in 19 out of 22 classrooms, only 3 out of 22 classrooms had 50% or more students exceed grade level proficiency on the Spring 2023 NWEA assessment (grade level proficiency is designated as scores that are equal to or greater than the 50th percentile based upon the NWEA 2020 national norms table). In order to maintain this growth and increase proficiency, we plan to continue work with Core Action 2, while shifting a focus to Core Action 3; continue to utilize our online platforms; utilize Tier I plans to align Tier I work and skills with all classroom teachers and interventionists; and use the NWEA continuum and Lexia Standards Report to plan for unfinished instruction.</p>

Commitment 1- ELA/Social Studies

	<p>During CPT (common planning time) analysis of student work over the course of the 22.23 school year, students in all grade levels demonstrated an increase in stamina for reading and writing tasks as evidenced by increased quantity and quality of writing. Teacher feedback indicates that CPT is beneficial in supporting Core Action 2 by giving teachers the opportunity to plan for and develop questions and tasks that are text specific and standards based. In addition, connected coaching cycles and peer to peer visits allow teachers to share best practices and target instruction.</p> <p>According to staff survey data, we believe that using data to make instructional shifts has had a positive impact on student growth and achievement (96.8% of staff agreed with the statement “We understand and use data-driven inquiry as a process to support effective instruction.”). Staff survey data indicates a need to continue to prioritize time to plan instruction with grade level teams and to engage our students in higher level thinking activities (56.3% of staff agreed with the statement “Classes in this school can be characterized as students involved in higher level thinking.”).</p> <p>According to student survey data, students feel confident in their ability to learn and feel supported by teachers with areas of unfinished instruction (97.7% of students agreed with the statement “My teachers believe I can do well and learn.”. Based upon survey responses, students believe that they learn better when they are learning from peers.</p> <p>GMES plans to provide these opportunities and continue this work by shifting to a focus on Core Action 3; ensuring our questions and question stems align with the Next Generation Learning Standards; focus on analyzing the prompts; utilize the NWEA continuum to plan for unfinished instruction; and use multiple data points to inform Tier 1 planning, grouping, and instructional targets.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
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Commitment 1- ELA/Social Studies

End-Of-The-Year Goals	NWEA CGP	80% CGP	
	NWEA % Met Growth	80% Met Growth	
	NWEA % Mean RIT	50 % Mean RIT	

Giffen Memorial Elementary School Spring 2023 NWEA Reading

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	66	43	52	34	42	--	--	--	--	83	70	40	77	65	
1	64	20	38	10	34	--	--	--	--	83	76	48	76	71	
2	71	18	31	13	23	--	--	--	--	85	83	49	76	73	
3	89	20	28	17	24	28	20	0	68	59	67	56	53	60	
4	74	21	26	16	11	31	6	2	48	68	59	47	64	58	
5	61	25	29	19	26	20	9	4	48	44	57	53	45	52	
Ethnicity															
A	30	21	36	13	30	33	25	8	104	93	92	51	86	81	
B	233	23	33	21	24	27	11	0	50	68	66	48	64	61	
H	102	22	30	20	20	26	10	2	51	69	65	48	63	59	
W	29	30	39	28	45	24	24	6	85	69	71	51	64	67	
Multi	29	24	39	18	38	33	8	0	50	63	73	58	61	65	
AIC	47	23	30	21	17	27	0	7	--	77	74	46	70	61	
SWD	115	13	20	7	10	16	0	0	16	65	58	43	61	56	
ELL	63	12	24	6	13	12	8	0	28	79	72	49	74	64	
ECO	374	22	32	16	24	27	13	1	56	69	68	50	64	62	
ALL (K-5)	425	23	34	18	26	27	13	2	56	70	69	50	65	63	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? 	Summer	September	October	November	December

Commitment 1- ELA/Social Studies

End Month	<ul style="list-style-type: none"> • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
Sept. - Dec.	Coaches and interventionists will work with grade level teams monthly to review multiple data points and progression of targeted skills to determine strategies to foster grade level understanding.					
Sept. - Dec.	Teachers will consistently use digital platforms (ie. Lexia, IXL, Common Lit., etc.) to support targeted skills instruction to increase student outcomes.					
Sept. - Dec.	Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to set goals and lift instructional practices around Core Actions 2 and 3 of the Instructional Practice Guide.					
Sept. - Dec.	Teachers will provide students with multiple opportunities to discuss and actively engage in the work of the lesson using accountable talk and planned question stems, with planning supported during CPT.					
Oct.	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.).					

Commitment 1- ELA/Social Studies

Oct. - Dec.	Teachers, with the support of instructional coaches, will review student progress data monthly from digital platforms to inform instructional decision making and revisions of Tier 1 plans.					
Oct. - Dec.	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.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Unit Assessments EasyCBM	<ul style="list-style-type: none"> Unit Assessments - Movement of students through proficiency levels on assessments (1s to 2+, 2s to 3+, etc.) on taught standards. 	

Commitment 1- ELA/Social Studies

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Classroom Visits</p>	<ul style="list-style-type: none">● Tier I plans have been created and are being implemented with fidelity (classroom teachers and all push-in interventionists).● CORE instruction is occurring with evidence of attention paid to 4 elements of IPG CORE 2.● Classroom instructional routines have been established, taught into, and evidence is observable.● Enrichment Acceleration and Intervention (EAI) groups, routines, and rotations have been established and implemented with fidelity for ALL students.● Accountable talk and opportunities for student participation, attention paid to IPG CORE 3, is incorporated into all components of ELA instruction.● Teachers and interventionists are ensuring all students are engaged in independent activities to build their content knowledge, application of content, independent reading, and mastery of targeted skills (through daily use of Lexia).	
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Commitment 1- ELA/Social Studies

<p>Student Behaviors and Practices</p>	<p>Classroom Visits</p>	<ul style="list-style-type: none"> ● Students have internalized and exhibit classroom instructional routines. ● Students exhibit accountable talk moves and are willing to share their thinking through a variety of discussion opportunities and media. ● Students respond both orally and through writing to text based questioning posed by the teacher with confidence. ● Students are working independently practicing content and skills learned through application in their reading and writing. ● Students are engaged and hold themselves accountable for completing their Lexia units. 	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>
<p>Mid-Year Benchmark(s)</p>	<p>NWEA CGP NWEA % Met Growth NWEA % Mean RIT</p>	<ul style="list-style-type: none"> ● 80% CGP ● 80% Met Growth ● 50 % Mean RIT 	

Insert Winter 2024 NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Commitment 1- ELA/Social Studies

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
Feb. & May	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.).					
Feb. - May	Coaches and interventionists will work with grade level teams monthly to review multiple data points and progression of targeted skills to determine strategies to foster grade level understanding.					
Jan. - May	Teachers will consistently use digital platforms (ie. Lexia, IXL, Common Lit., etc.) to support targeted skills instruction to increase student outcomes.					
Jan. - May	Teachers, with the support of instructional coaches, will review student progress data monthly from digital platforms to inform instructional decision making and revisions of Tier 1 plans.					

Commitment 1- ELA/Social Studies

<p>Jan. - May</p>	<p>Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to set goals and lift instructional practices around Core Actions 2 and 3 of the Instructional Practice Guide.</p>					
<p>Jan. - May</p>	<p>Teachers will provide students with multiple opportunities to discuss and actively engage in the work of the lesson using accountable talk and planned question stems.</p>					
<p>Jan. - May</p>	<p>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. Walkthrough feedback data will aid in determination of teacher support needed for development within each CORE Action.</p>					

COMMITMENT 2-Math/Science- District [Math Science](#) Guidance

Our Commitment/ Root Cause

<p>What is one Commitment we will promote for 2023-24?</p>	<p>GMES commits to using data to inform and lift instructional practices to allow all students opportunities to engage in the work of the lesson leading to improved student outcomes.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>As a school, we believe that we need to use data for instructional decision making and to elevate our instructional practices by using evidence based strategies. We believe that all students need to be provided with the opportunity to do the majority of the work of the lesson, persevere through difficulty, talk and ask questions about each other’s thinking, and refine their written and oral responses.</p> <p>Based upon our Math Spring 2023 NWEA growth scores, the team noticed that many classrooms and grade levels showed more growth than grade level proficiency. Per review, 19 out of 22 classrooms had 50% or more students achieve their individual growth goals and 7 out of 19 classrooms had 80% or more students achieve their individual growth goals. While proficiency increased in 14 out of 22 classrooms, only 4 out of the 14 classrooms had 50% or more exceed grade level proficiency on the Spring NWEA assessment. Our Building Leadership Team believes that consistency of grade level instruction, more detailed focus around understanding of grade level standards by all instructional staff, as well as a consistent use of the same curriculum resource in all grade levels will lead to increased proficiency outcomes across the building.</p> <p>During CPT (common planning time), analysis of student work over the course of the 22.23 school year on Math tasks that were planned followed the structure model of LED with more emphasis on the “explore”. Teacher feedback indicates that CPT, across all grade levels, should not only focus on the LED framework during math lesson planning, but embed more planning around unpacking the standards of each lesson planned during that time. In an effort to reach the commitment outlined above, the team identified a need within the building to begin focused work around the debrief aspect of Math lesson planning.</p>

Commitment 2-Math/Science

According to the staff survey data, we believe that using data to make instructional shifts has had a positive impact on student growth and achievement (96.8% of staff agreed with the statement “We understand and use data-driven inquiry as a process to support effective instruction.”). Staff survey data indicates a need to continue to prioritize time to plan instruction with grade level teams and to engage our students in higher level thinking activities (56.3% of staff agreed with the statement “Classes in this school can be characterized as students involved in higher level thinking.”). According to student survey data, students feel confident in their ability to learn and feel supported by teachers with areas of unfinished instruction (97.7% of students agreed with the statement “My teachers believe I can do well and learn.” Based upon survey responses, students believe that they learn better when they are learning from peers. Our Math action steps below will allow for more opportunities for student voice and agency, as well as a consistent implementation of the new Math curriculum resource, Illustrative Math, to support effective instruction.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	<ul style="list-style-type: none"> ● 80% CGP ● 80% Met Growth ● 50 % Mean RIT 	

Commitment 2-Math/Science

Giffen Memorial Elementary School Spring 2023 NWEA Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	66	40	50	34	47	--	--	--	--	61	71	53	62	63	
1	63	25	41	18	32	--	--	--	--	82	61	42	74	61	
2	70	19	39	10	30	--	--	--	--	79	84	56	76	79	
3	89	16	20	9	12	20	14	0	47	64	63	45	60	56	
4	74	15	21	10	14	22	8	2	41	59	54	54	55	54	
5	61	21	25	11	13	15	7	2	34	63	66	54	59	64	
Ethnicity															
A	30	34	37	28	30	17	42	0	100	61	60	55	53	60	
B	231	21	31	12	20	22	6	1	35	67	62	48	64	60	
H	102	19	33	13	26	18	12	0	42	66	74	54	64	65	
W	29	24	35	21	31	12	12	6	50	76	71	57	69	68	
Multi	29	22	32	18	31	8	8	0	25	78	73	45	72	67	
AIC	47	29	30	24	21	27	13	7	--	62	59	52	56	55	
SWD	115	8	17	2	7	9	0	0	9	66	68	45	65	61	
ELL	63	21	29	14	19	24	12	0	48	59	60	57	57	58	
ECO	372	21	31	13	23	18	10	1	40	67	65	50	63	62	
ALL (K-5)	423	22	32	14	24	19	10	1	42	68	66	50	64	62	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unsigned				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? 	Summer	September	October	November	December

Commitment 2-Math/Science

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
Sept. - Oct.	Teachers and administrators will engage in embedded professional development/Teacher PD/Principal PD around how to fully utilize the assessment reports from the new iXL platform resource to monitor and individualize the student learning and support further development of Tier I Math plans.					
Sept. - Dec.	Teachers and administrators will engage in Embedded PD/Teacher PD/Principal PD around the unpacking and planning needed to implement the new primary Math resource Illustrative.					
Sept - Oct	Teachers and administrators will engage in Principal PD/CPT deep diving into grade level and supporting standards around (Instructional Activities) Explore part of Illustrative Math.					
Nov - Dec	Teachers and administrators will engage in Principal PD/CPT deep diving into grade level and supporting standards around the Debrief (Lesson Synthesis) part of Illustrative Math.					
Oct. -Dec.	K-5 teachers and TAs, led by Math coach and Math interventionists, will participate in professional development with a focus on planning RTI and small group instruction using Bridges as the resource.					

Commitment 2-Math/Science

Oct. - Dec.	Outcome based coaching cycles will be utilized to co-teach component parts of Illustrative Lessons to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.					
Oct.- Dec.	Giffen staff will engage in a PD series bi-monthly around developing a common Math language (understanding the operations, staying away from tricks), embedded into Illustrative Math PDs, for effective vertical instruction.					
Oct. - Dec.	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.).					
Oct. - Dec.	Administrators will engage in walkthroughs and classroom visits to monitor implementation of Illustrative Math components.					
Oct.- Dec.	5th grade teachers will engage in Science training related to the 4 mandatory investigations that must be completed prior to taking the NYS Science CBT assessment in Spring 2024.					
Oct.-Dec.	K-2 teachers will engage in Science focus cycles around the specific resource for their grade level.					

Commitment 2-Math/Science

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Unit Assessments	<ul style="list-style-type: none"> Unit Assessments - Movement of students through proficiency levels on assessments (1s to 2+, 2s to 3+, etc.) on taught standards. 	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> Illustrative Math is the Math resource being used with all required components. Classroom instructional routines have been established, taught into, and evidence is observable. EAI groups, routines, and rotations have been established and implemented with fidelity for ALL students, with use of Bridges for intervention. Accountable talk and opportunities for student participation is incorporated into all components of Math instruction. 	

Commitment 2-Math/Science

<p>Student Behaviors and Practices</p>	<p>Classroom Visits</p>	<ul style="list-style-type: none"> • Students have internalized and exhibit classroom instructional routines. • Students exhibit accountable talk moves and are willing to share their thinking through a variety of discussion opportunities and media. • Students respond both orally and through writing to standards based grade level math tasks. 	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>
<p>Mid-Year Benchmark(s)</p>	<p>NWEA CGP NWEA % Met Growth NWEA % Mean RIT</p>	<ul style="list-style-type: none"> • 80% CGP • 80% Met Growth • 50% Mean RIT 	

Insert Winter 2024 NWEA TABLE from Ken Robin if Commitment is in ELA or Math



<p>Time Frame</p>	<p>STRATEGY/METHODS/RESOURCES</p>	<p>Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled</p>
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Commitment 2-Math/Science

Start and End Month	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
Jan - March	Teachers and administrators will engage in Embedded PD/Teacher PD/Principal PD around the unpacking and planning needed to implement the new primary Math resource Illustrative.					
Feb - April	Teachers and administrators, facilitated by the coach, will continually review assessment reports from the new iXL platform resource to continue targeting instruction. Coaches will use the data to support planning for SGI and CORE instruction.					
Jan - May	Teachers and administrators will engage in Principal PD/CPT deep diving into grade level and supporting standards around (Instructional Activities) Explore part of Illustrative Math and Debrief (Lesson Synthesis).					
Jan - May	Outcome based coaching cycles will be utilized to model and/or co-teach component parts of Illustrative Lessons to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.					

Commitment 2-Math/Science

Jan - March	Giffen staff will engage in a PD series bi-monthly, led by Giffen teachers of Math and Math coach, with assisted planning and development of district Math/Science instruction supervisor, around developing a common Math language (understanding the operations, eliminating tricks) for effective vertical instruction.					
Jan. - June	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.).					
Jan - May	Administrators will engage in walkthroughs and classroom visits to monitor implementation of Illustrative Math components.					
Jan. -Mar.	5th grade teachers will engage in Science training related to the 4 mandatory investigations that must be completed prior to taking the NYS Science CBT assessment in Spring 2024.					
Jan.- May	Grades K-5 teachers of science will use one enrichment CPT per trimester to check in with Math coaches around science resource implementation.					

COMMITMENT 3- Attendance [District PPS Guidance](#)

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>GMES commits to using data to increase attendance support and interventions for all tiered students, analyze data to identify and work with families to remove barriers, prevent Tier II students from becoming Tier III students, and work within our SEL framework (addressing all tiers) to encourage all students and families to improve attendance, leading to an increase of instructional minutes, for improved student outcomes.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe chronic absenteeism has impacted our staff’s ability to provide equitable learning opportunities for all students. As a school with historically high rates of chronic absenteeism, we envision our staff and our Attendance Team addressing the barriers to chronic absenteeism to improve student’s overall proficiency.</p> <p>Based on multiple student/classroom data reviews for MTSS (multi-tiered systems of support) meetings, the team noticed that some students receive insufficient academic interventions due to their chronic absenteeism or chronic tardiness. Other students are not discussed at MTSS meetings due to insufficient benchmarking data due to chronic absenteeism.</p> <p>Based on our 2022-2023 attendance data, our chronic absenteeism rate in June was 41%, while our state MIP was 23%. Forty-three percent of our student population are Tier II or Tier III attendance students.</p> <p>During a Winter 2023 student focus group, composed of students in grades 3 - 5 who had improved attendance from the 21.22 school year, students identified what they enjoy about school and what motivates them to get to school more in the 22.23 school year. Some of these identified motivators were their classroom environments and school morning programs. This shared feedback has informed some of the planning for the 23.24 school year.</p>

Commitment 3-Attendance

	GMES recognizes there is a need to consistently review attendance data, plan for individual and family support as needed, and provide social emotional learning support to increase attendance and promote a positive school culture.
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Chronic Absenteeism Rate.	Decrease in chronic absenteeism that aligns with the state’s MIP goal of 23.	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Summer	September	October	November	December
July - Aug.	Chronically absent and chronically tardy students from the 2022-2023 school year will be identified by 18+ absences and/or tardies. Home					

Commitment 3-Attendance

	school coordinators (HSCs) will conduct summer interventions (assisting with transportation forms, connections to family support providers and morning and after school program providers) to support students entering the 2023-2024 school year.					
Sept. - Dec.	The Attendance Team will meet bi-monthly to plan and discuss student interventions based on PowerBI tiered identification of students, and SchoolTool audits.					
Sept. - Dec.	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. Tier II and Tier III students will be prioritized to identify barriers and provide support.					
Oct - Dec	Identified attendance team members will run weekly attendance SAIG groups of identified Tier II students to promote consistent attendance and create a sense of community, encouragement and support of students and families.					
Sept. - Dec.	Assistant principals and HSCs will meet weekly to identify and discuss all tiered attendance students, and review and discuss, plan, and execute next steps (attendance letters, home visits, attendance interventions, teacher noticings, etc.).					
Sept. - Dec.	Attendance Team will implement school-wide incentives which will occur daily for homerooms that have 100% perfect attendance, followed by a monthly visit from our mascot, Griffin Gator,					

Commitment 3-Attendance

	for those homerooms with the highest number of perfect attendance days (will also be incorporated into NWEA, attendance during NYS testing days, etc.). Individual students who have perfect attendance will receive perfect attendance t-shirts, each trimester, and they will have their names entered in a raffle for a bicycle, subject to availability.					
Oct - Dec	Assistant Principals and HSCs will identify chronically tardy students monthly, make and document parent outreach, and offer incentives for an improvement in student(s) number of tardies, for the following months.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Chronic Absenteeism	<ul style="list-style-type: none"> 20% decrease in our schoolwide chronic absenteeism. 	

Commitment 3-Attendance

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Attendance Systems</p>	<ul style="list-style-type: none"> ● Identification of Tier II and Tier III chronically absent students. ● Weekly meetings with assistant principals and HSCs. ● Home visits and daily phone calls conducted by HSCs. ● Parent communication regarding the impact of attendance from homeroom teachers. ● Attendance letters mailed weekly. ● Attendance plans for Tier III students. 	
<p>Student Behaviors and Practices</p>	<p>Chronic Absenteeism & Out of School Suspension Data</p>	<ul style="list-style-type: none"> ● Students respond to perfect attendance incentives and rewards. ● Students strive for daily perfect attendance. ● Students participate in attendance focus groups. ● Students decrease their chronically tardy rate. 	

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>RC 13 - 68.2% strongly agreed/agreed that “teachers and staff treat students fairly when they do not follow the rules.” During the focus group,</p>	<p>This response should be at an asset level of 80%+ or above indicating that a majority of students,</p>	

Commitment 3-Attendance

	<p>students gave a thumbs down to this statement. Others (4/5) raised their hands to say that teachers have favorites.</p>	<p>staff, and families see Giffen as an affirming, welcoming, and safe space (supported by attendance interventions and incentives), encouraging and fostering consistent attendance.</p>	
<p>Staff Survey</p>	<p>S69- 12% Strongly agreed or agreed that “Student behavior does not interfere with instruction.”</p> <p>S61 -57.6 % strongly agreed or agreed that “We have an effective system for developing and building student social emotional health”</p>	<p>This response should be at an asset level of 80%+ or above indicating that a majority of students, staff, and families see Giffen as an affirming, welcoming, and safe space (supported by attendance interventions and incentives), encouraging and fostering consistent attendance.</p>	
<p>Family Survey</p>	<p>S33 -67% Strongly agreed that “Our school has an effective program dealing with bullying”</p>	<p>This response should be at an asset level of 80%+ or above indicating that a majority of students, staff, and families see Giffen as an affirming, welcoming, and safe space (supported by attendance interventions and incentives), encouraging and</p>	

Commitment 3-Attendance

		fostering consistent attendance.	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> ● Individual student/family attendance data ● Attendance Plans ● Chronic Absenteeism Rate ● Daily attendance Rate ● Chronically tardy students 	<ul style="list-style-type: none"> ● 12.5% decrease in chronically absent students (62% January 2022 - 49% January 2023). ● 10% increase in our daily attendance rate (79% January 2022 - 88% January 2023) ● Improved attendance from Tier III students with attendance plans. ● 12.5 % decrease in or chronically tardy students. 	

Commitment 3-Attendance

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
Jan - May	The Attendance Team will meet bi-monthly to plan and discuss the effectiveness of current student interventions based on PowerBI tiered identification of students, and SchoolTool audits, and make course adjustments based on the review of data.					
Jan - May	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. Tier II and Tier III students will be prioritized to identify barriers and provide support and interventions.					
Jan - May	Identified attendance team members will run weekly attendance SAIG groups of identified Tier II students to promote consistent attendance and create a sense of community, encouragement and support of students and families.					

Commitment 3-Attendance

<p>Jan - May</p>	<p>Assistant principals and HSCs will meet weekly to identify and discuss all tiered attendance students, and review and discuss, plan, and execute next steps (attendance letters, interventions, home visits, teacher noticings, etc.).</p>					
<p>Jan - May</p>	<p>Attendance team will implement school-wide incentives daily for homerooms that have 100% perfect attendance, followed by a monthly visit from our mascot, Griffin Gator, for those homerooms with the highest number of perfect attendances (will also be incorporated into NWEA, attendance during NYS testing days, etc.). Individual students who have perfect attendance will receive perfect attendance t-shirts, each trimester, and they will have their names entered in a raffle for a bicycle, subject to availability.</p>					
<p>Jan - May</p>	<p>Assistant principals and HSCs will identify chronically tardy students monthly, make and document parent outreach, and offer incentives for an improvement in student(s) number of tardies, for the following months.</p>					

COMMITMENT 4- SEL [District PPS Guidance](#)

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>GMES commits to using survey, discipline, and attendance data to inform and work within our SEL framework to lift adult practices that allow all students opportunities to engage and thrive in a safe and welcoming school environment, leading to improved student outcomes.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>In review of the 2023 data, there were 732 refocus room visits, 46 students who had fallen below points 5 or more times, 5 classrooms who had fallen below our Tier I goal of 80%, 260 discipline referrals, and 49 out-of-school suspension days. There is a need to provide social emotional learning support in our building to help decrease discipline reports, increase attendance, and promote a positive school culture.</p> <p>The DTSDE staff survey administered in January 2023 provides support for SEL implementation as 12% strongly agreed or agreed to survey question S69, “Student behavior does not interfere with instruction”. On question S61, “We have an effective system for developing and building student social emotional health”, only 57.6 % strongly agreed or agreed. Comments consisted of a need to work on social emotional learning, bullying, and behavior interventions.</p> <p>A student focus group conducted in June 2023 provided comments regarding student behavior and school safety. Students commented that there are negative students in the school. In the DTSDE survey administered in January 2023, 68.2% strongly agreed/agreed that “teachers and staff treat students fairly when they do not follow the rules.” During the focus group, students gave a thumbs down to this statement. Others (4/5) raised their hands to say that teachers have favorites. One student shared that she is a “favorite” and is treated better than others students in the classroom. Another statement made is that some adults don’t believe students when it comes to behavior.</p> <p>GMES plans to consistently review discipline data, support implementation of SEL lessons, and provide opportunities for student, staff, and family input on building culture; these efforts will allow</p>

Commitment 4-SEL

the GMES team to plan and provide social emotional learning support in an effort to promote a positive school culture, leading to improved student outcomes.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Disciplines Suspensions	Decrease of discipline and suspension data as compared to the 22-23 school year by 25%, with all demographic groups proportionate.	

Insert Spring 2024 NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Summer	September	October	November	December
July 2023	SEB Team will meet to plan RULER curricular rollout for the 23.24 school year.	Team met 7/26/24 & 7/27/24.				

Commitment 4-SEL

July- Aug. 2023	The MTSS-B Team will meet to begin to identify students to provide SAIG groups based on the 2022-23 school year.	Team met 07/10/23; 07/18/23; and 08/3/2.				
Sept	Building staff, with the support of the SEB Team, will receive training and conduct the Student Risk Screening Scale- Internalizing and Externalizing (SRSS-IE) assessment in September 2023.					
Sept	Classroom Behavior Support Plans (BSPs) will be completed by classroom teachers with the support of MTSS-B team members (grade level liaisons).					
Sept - Oct	RULER PD will be provided to reteach RULER anchors and PBIS expectations.					
Sept - Dec	Student Support Teams/Social Emotional Behavior (SEB) team will provide training and support on CORE routines and curriculum. There will be three specific non-negotiable (PREVENTATIVE Strategies) reviewed and taught at faculty meetings for consistent building implementation.					
Oct - Dec	The MTSS-B Team will implement Social Academic Intervention Groups (SAIG) groups for identified students.					
Oct - Dec	Student Support Teams/SEB Team will provide training and support on RULER CORE routines & Curriculum.					
Oct - Dec.	Administrators will conduct Tier 1 Fidelity checks/visitations one every other month during SEL instructional time using the RULER curriculum for their grade level.					

Commitment 4-SEL

Sept - Dec	All staff members will utilize the RULER lesson plans per the curriculum guide.					
Sept - Dec	School-based SEB Team will meet monthly to plan and provide ongoing professional development for staff.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	<ul style="list-style-type: none"> ● % of Students falling Below Points ● SSRS-IE ● Refocus Room Data 	<ul style="list-style-type: none"> ● 80% of classrooms remaining above 80% (Tier 1). (18/22 classes at or above 80%) ● All identified students at tierII/III have been assigned an appropriate tiered behavior intervention ● All students with visits to the refocus room from 22.23 have shown decrease in support/visits 	

Commitment 4-SEL

<p>Adult/Schoolwide Behaviors and Practices</p>	<ul style="list-style-type: none"> ● Tier 1 Checklist ● Administrator Classroom Walkthroughs/Visits 	<ul style="list-style-type: none"> ● Implementation of RULER procedures and lessons ● Taught preventative strategy/building level routine (non-negotiables) ● Checkpoint/Benchmarking Student Progress (CBSP) routines implemented 	
<p>Student Behaviors and Practices</p>	<ul style="list-style-type: none"> ● Administrator Classroom Walkthroughs/Visits 	<ul style="list-style-type: none"> ● Student use of emotional vocabulary ● Students responding to CBSP routines and procedures, as well as building behavioral non-negotiables 	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>RC 13 - 68.2% strongly agreed/agreed that “teachers and staff treat students fairly when they do not follow the rules.” During the focus group, students gave a thumbs down to this statement. Others (4/5) raised their hands to say that teachers have favorites.</p>	<p>This response should be at an asset level of 80%+ or above</p>	

Commitment 4-SEL

<p>Staff Survey</p>	<p>S69- “Student behavior does not interfere with instruction.” - 12% Strongly agreed or agreed.</p> <p>S61 -“We have an effective system for developing and building student social emotional health”, only 57.6 % strongly agreed or agreed.</p>	<p>These responses should be at an asset level of 80%+ or above</p>	
<p>Family Survey</p>	<p>S33 - “Our school has an effective program dealing with bullying” - 67% Strongly agreed</p>	<p>This response should be at an asset level of 80%+ or above</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>

Commitment 4-SEL

<p>Mid-Year Benchmark(s)</p>	<ul style="list-style-type: none"> ● % of Students falling Below Points ● SSRS-IE ● Refocus Room Data ● Discipline Data 	<ul style="list-style-type: none"> ● 80% (18/22 classes at or above 80%) of classrooms remaining above 80% (Tier 1) using point sheets. ● Increase of students at Tier I and a decrease of students at tierII/III ● Reduction (12.5%) in suspensions in comparison to January 2023 (<i>13 suspensions between 9/1/22 and 1/1/23</i>) . The goal will be 11 or fewer suspensions at the midyear mark. The year concluded with a total of 66 suspensions. We want to reduce this number next year to 58 or fewer. ● There were 49 Office-handled Discipline Referrals (ODRs) Between 9/1/23 and 1/1/2023. Our goal for 1/1/2024 is reduction to 43 or fewer ODRs. 	
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<p>Time Frame</p>	<p>STRATEGY/METHODS/RESOURCES</p>	<p>Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled</p>
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Commitment 4-SEL

Start and End Month	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
Jan - May	The MTSS-B Team will review the impact of SAIG, BSP, and other tiered supports for 2nd and 3rd trimester and determine needed PD opportunities for staff, as well as course corrections for current interventions for identified students and classrooms.					
Jan - May	All staff members will utilize the RULER lesson plans per the curriculum guide.					
Jan - May	School-based SEB Team will meet monthly to plan and provide ongoing professional development for staff.					
Jan - May	Staff and Student Support Team will engage in ongoing curriculum training/work sessions.					
Jan - May	Administrators will conduct Tier 1 Fidelity checks/visitations one every other month during SEL instructional time using the RULER curriculum for their grade level.					

COMMITMENT 5- Building Equity Team [Equity Action Plan](#)

This section can be deleted if the school does not have a fifth commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>GMES commits to using survey and focus group data to inform and lift culturally responsive practices that allow all students opportunities to engage and thrive in a safe and welcoming school environment, leading to improved student outcomes.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>GMES Survey and focus group data from students and family members have expressed concern around fair treatment of students as well as effective and consistent communication with families. Family engagement is directly tied to equitable practices of engagement, impacting access and opportunities for students. The following survey results indicate areas for growth at GMES.</p> <p>DTSDE Student Voice Survey Q RC13. Teachers and staff treat students fairly when they do not follow the rules: 68.2%</p> <p>DTSDE Staff Survey S69. Student behavior does not interfere with instruction: 12%</p> <p>DTSDE Staff Survey S61. We have an effective system for developing and building student social emotional health: 57.6 %</p> <p>DTSDE Family Engagement Survey Q RC13. Teachers and staff treat students fairly when they do not follow the rules: 84.6% (does not match what student survey indicates)</p> <p>DTSDE Family Engagement Survey Q F43. Teachers contact me, not just in times of concern: 74.4%</p> <p>GMES plans to review and plan around quantitative and qualitative DTSDE survey data, as well as focus group feedback, to continue to build and promote a positive school culture and enriching school experience that is culturally safe and responsive, leading to improved student outcomes.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	DTSDE family engagement and student voice assessments and focus group data	GMES will receive an asset level of 80% + on questions connected to fair treatment of students and family communication.	

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Summer	September	October	November	December
Summer 2023	GMES Equity Team to meet during July and August to complete Equity Action Plan and determine core tension focus for the 23.24 school year.					
Summer 2023	The community school site coordinator will create Teacher Introduction Cards for all classroom teachers to be mailed out during the					

Commitment 5-Building Equity Team

	summer to promote initial connection to the classroom community.					
Summer 2023	The community school site coordinator, in conjunction with the Equity Team, will identify reading materials with which Equity Team Members will collectively engage throughout the school year.					
Sept - Dec	The Equity Team will have a monthly share out during faculty meetings to share key takeaways from reading and <i>invite</i> all staff to also read the article that will be linked to the principal's weekly e-mail during the week of the faculty meeting.					
Oct - Dec.	The Equity Team will prepare and facilitate Equity Simulation PD to engage staff members around awareness of impact on culturally biased practices, and plan for concrete action steps for implementation.					
Oct - Nov	The Building Leadership Team will plan for Academic Parent Teacher Teams to be developed beyond the 2022-2023 pilot session and implemented during the school district's first parent teacher night in the Fall of 2023.					
Oct - Dec	The Giffen staff will continue Professional Development sessions with CRE facilitator, Bianca Jones.					
Oct - Dec	The GMES coordinators will conduct bi-monthly Second Cup of Cocoa opportunities for families to engage in discussion and provide feedback around identified survey responses in need of improvement.					
Oct - Dec	The Student Leadership Team, led by equity advisors, will provide input and feedback					

Commitment 5-Building Equity Team

around identified survey responses, leading and planning for student-led improvement efforts at GMES.					
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	October student focus group	<ul style="list-style-type: none"> ● Established SLT by October ● Established student planned activities to address expressed concerns of end of the year student focus group feedback 	
Adult/Schoolwide Behaviors and Practices	DTSDE School Performance Scan	<ul style="list-style-type: none"> ● Implementation of RULER procedures and lessons ● Taught preventative strategy/building level routine (non-negotiables) ● CBSP routines implemented ● Staff active participation in CRE PD and PD action steps, leading to a more affirming environment for each other, students, and families ● The Equity Team led article spotlight at Aug., Sep., Oct. faculty meetings 	

Commitment 5-Building Equity Team

<p>Student Behaviors and Practices</p>	<p>Point sheets and building referrals</p>	<ul style="list-style-type: none"> ● Student use of emotional vocabulary ● Students responding to CBSP routines and procedures, as well as building behavioral non-negotiables ● Student led activities and student leadership team initiatives tied to a more affirming environment 	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>DTSDE Student Voice Survey Q RC13. Teachers and staff treat students fairly when they do not follow the rules: 68.2%</p>	<p>80%</p>	
<p>Staff Survey</p>	<p>S69- “Student behavior does not interfere with instruction.” - 12% S61 -“We have an effective system for developing and building student social emotional health” - 57.6 %</p>	<p>80%, 80%</p>	
<p>Family Survey</p>	<p>DTSDE Family Engagement Survey Q RC13. Teachers and staff treat students fairly when they do not follow the rules: 84.6 %</p>	<p>90%, 80%</p>	

Commitment 5-Building Equity Team

	DTSDE Family Engagement Survey Q F43. Teachers contact me, not just in times of concern: 74.4%		
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	RC 13 S69 S61 F43	<ul style="list-style-type: none"> ● Increased asset level of 80+ on identified questions ● DTSDE comments indicating improvement on identified survey questions ● Focus group feedback (student and family) indicating a positive experience with the fair and equal treatment, as well as balanced communication 	

Commitment 5-Building Equity Team

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
Jan - May	The Equity Team will have a monthly share out during faculty meetings to share key takeaways from reading and <i>invite</i> all staff to also read the article that will be linked to the principal's weekly e-mail during the week of the faculty meeting.					
Jan - March	The Building Leadership Team will plan for Academic Parent Teacher Teams to be developed beyond the 2022-2023 pilot session and implemented during the school district's second parent teacher night in the Winter of 2024.					
Jan - March	The Giffen staff will continue Professional Development sessions with CRE facilitator, Bianca Jones.					

Commitment 5-Building Equity Team

Jan - May	The GMES coordinators will conduct bi-monthly Second Cup of Cocoa opportunities for families to engage in discussion and provide feedback around identified survey responses in need of improvement.					
Jan - May	The Student Leadership Team, led by equity advisors, will provide input and feedback around identified survey responses, leading and planning for student-led improvement efforts at GMES.					

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 Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1-ELA/SS, Commitment 2-Math/Science
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Planning around how to best utilize and implement our coaching model is crucial to our growth as a building instructionally. We will utilize the summer of 2023 to collectively meet as a team, with district support, to continue to develop our coaching and administrative staff to push the growing edge of teachers at GMES to better instructional practices used across all content areas.

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Jasmine Brown	Principal
William Flax-Leight	Assistant Principal
Wanda Nichol Dickson	Assistant Principal
Amanda Boyd	Community School Site Coordinator
Walter Huntley	Home School Coordinator
Derek Johnson	Home School Coordinator
Jacqueline Johnson	ELA/SS Instructional Coach
Anna Walker	ELA/SS Instructional Coach
Daronda Addison-Brown	Math/Science Instructional Coach
Susan Thomas	Grade 4 ELA/SS Teacher
Shannon Pinkowski	Grade 4 Math Teacher
Kim Cirigliano	Grade 1 Teacher
Britt Foley	Grade 1 Regular Ed teacher in SPED Co-Teach
Carmela Moore	K Regular Ed teacher in SPED Co-Teach
Kathryn Lord	Grade 2 Regular Ed teacher in ENL HR
Migdalia Torres	SEB Coach/ Social Worker
Tiffany Moore	Grade 5 Math- Regular Ed teacher in Co-Teach
Linda Mitchell	SPED Teaching Assistant
Candi Simon	Grade 3 and 4 Self Contained Teacher 15:1:1/ APSTA Rep
Janel Modoski	Speech
Kierra Keyes-Parker	Grade 4 and 5 SPED Co-Teacher
Farah Richardson	Parent
Cynthia Temple	Grandparent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/23/23	X						
5/24/23		X	X	X			
5/26/23					X		
5/30/23	X	X	X			X	X
6/1/23	X	X	X			X	X
6/5/23	X	X	X			X	X
6/15/23	X	X	X			X	X
6/26/23							X
7/5/23		X	X				X
7/6/23		X	X				X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

As GMES BLT reviewed data and discussed action steps for the 23.24 school year, we reviewed our student survey and identified the outliers from the survey and got additional feedback and interviewed students from our student leadership team. Those reflections were captured on the following slideshow: [2022-2023 4th & 5th Grade SCEP Prep Survey Prompt](#) . This information was reviewed at each subsequent meeting as we developed our SCEP for additional insight into our action steps. As we already knew, our students provide a unique perspective on what is working or not working in our building, and their feedback is absolutely necessary to inform how we develop as a school community to enhance their learning experience and opportunities at GMES.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.