



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Albany	Pine Hills Elementary School	PK-5

Collaboratively Developed By:

The Pine Hills SCEP Development Team

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And in partnership with the staff, students, and families of Pine Hills Elementary 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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>At Pine Hills Elementary School we commit to providing students with opportunities/access points to use the content based skills and school prioritized instructional strategies to perform grade level tasks independent of the teacher in all areas, while aligning our action steps specifically in both small group (SGI) and whole group instructional (WGI) blocks. All classes will prioritize students leading their own learning & engaging in the work of the lesson, with the co-teach classes in grades K-5 using the 'One Teach, One Make Multisensory' approach to instruction.</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> 	<ul style="list-style-type: none"> • We recognize the current instructional model for co-teach has resulted in students in co-teach classes not moving towards grade level proficiency. (Spring NWEA CGP for SWD Subgroup- 42, Spring NWEA CGP for ELL Subgroup- 64.6). • As a staff we notice that students are not able to show proficiency and skill carry over when working independently of the teacher in both SGI and WGI times (ex: supports, gradual release and opportunities for independent engagement). Spring NWEA CGP in Reading by Grade: K- 68, 1- 48.8, 2- 57.7, 3- 59.5, 4- 53.5, 5- 40.7. Easy CBM Spring Proficiency- K- 37% in LSF, 1- 45% in WRF, 2- 38% in WRF, 3- 55% in PRF, 4- 42% in PRF, 41% in PRF. • Through classroom visits, student work and assessment outcomes we have noticed a gap in the opportunities that we've provided to students who are meeting the grade level expectations and what enrichment tasks they have been provided with during SGI time. This aligns to Core Action 2 of the Achieve the Core ELA Instructional Practice Guide (IPG).

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	70% CGP 80% Met Growth 60% Mean RIT	

Insert Spring 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
Sep-Dec	Classroom teachers, SPED and Reading teachers will engage on a 6-8 week cycle to monitor student progress and adjust Tier 1 plans. This process will include EasyCBM, Lori Strong Assessment, K. Stahl, NWEA, and/or classroom formative assessment data and include discussions on impact of interventions.					
Oct-Dec	Students will engage in independent tasks, in both Small Group Instruction (SGI) and Whole Group Instruction (WGI), that align to grade level content/skill. Independent tasks during SGI will focus on enrichment, acceleration and/or intervention aligned with the core					

Commitment 1 - ELA/Social Studies

	content. (example: student-created evidence charts, independent work with the paired text, 3- read of anthology text). Teachers will align the planning for independent tasks with the look-fors within Core Action #3 of the Instructional Practice Guide (IPG).					
Sep-Dec	Instructional coaches (including SPED coach) will model and provide professional development around the 10 Instructional Strategies that have been prioritized by the building during after school PD and CPT, including the roll-out of Heggerty Foundational Skills units for grades K-2.					
Sep-Dec	Classroom teachers and co-teachers will utilize the building-wide prioritized instructional strategies during core instructional time to increase student engagement and ownership of the lesson. All classes will prioritize students leading their own learning & engaging in the work of the lesson, with the co-teach classes in grades K-5 using the 'One Teach, One Make Multisensory' approach to instruction. PHES Prioritized Instructional Strategies					
Sep-Dec	Co-teach classroom staff will engage in specific professional development to introduce the 'One Teach, One Make Multisensory' approach to instruction with embedded PD in September/October led by the SPED Instructional Coach. Explicit planning time will be provided for special education teachers to engage in CPT to plan for the 'One Teach, One Make Multisensory' approach in the classroom.					

Commitment 1 - ELA/Social Studies

Sep-Dec	Teachers and co-teachers will engage in ELA Common Planning Time (CPT) on six week cycles to plan around identified school-based instructional strategies, review formative data bi-weekly and planning, model. A separate bi-monthly CPT with just special education teachers will be provided by the SPED instructional coach with a focus on the One Teach, One Make Multisensory method.					
Oct-Dec	Building leaders and instructional supervisors will conduct weekly visitations in all classrooms and monthly walkthroughs on a core group of teachers that focus on the implementation of the building identified instructional strategies focused on releasing the cognitive load to students. The Sarah Fryer Instructional Rounds in Education model will be used to evaluate the task students are given.					
Oct-Dec	Students and teachers will track student progress on identified building-wide lead measures (Leader in Me priority) around Lexia usage and NWEA progress towards goals. (Evident through building wide data wall, classroom data walls and in student leadership notebooks)					

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:

Commitment 1 - ELA/Social Studies

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 EasyCBM Lexia Units Completed	50% of students proficient in grades 2-5 in the writing session of the Trimester 1 writing assessment. 60% of students in grades K-5 will be proficient on the Winter benchmark indicator on Easy CBM. Students will track how many units they complete by the mid-year point. This will be tracked by grade on our school-wide lead measure board.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Classroom visits will show a trend of teachers utilizing the instructional strategies aligned to PD offerings	
Student Behaviors and Practices	Classroom Visits	Students will lead learning in alignment with Empowering Instruction Rubric .	

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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	70% CGP 80% Met Growth 60% % Mean RIT	

Commitment 1 - ELA/Social Studies

Pine Hills 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	68	46	54	39	51	--	--	--	--	80	68	49	74	68	
1	54	37	38	36	33	--	--	--	--	61	49	39	58	49	
2	36	27	32	15	22	--	--	--	--	70	63	51	61	58	
3	57	30	35	27	30	31	20	2	77	59	68	51	56	59	
4	61	38	41	39	42	37	23	4	92	60	52	48	58	54	
5	49	39	31	43	22	25	11	2	53	50	43	43	45	41	
Ethnicity															
A	33	28	38	24	42	17	25	0	67	72	75	48	67	68	
B	128	34	39	31	33	40	8	2	59	64	61	48	62	58	
H	65	32	32	25	25	19	23	0	65	69	53	44	58	51	
W	64	42	44	43	42	24	24	10	98	59	54	47	56	55	
Multi	30	55	46	52	43	40	40	0	120	50	41	48	48	40	
AIC	30	21	26	12	17	14	0	0	--	81	70	47	74	66	
SWD	41	23	20	11	10	13	0	0	13	48	38	31	51	42	
ELL	68	15	23	5	15	14	3	0	21	74	68	51	63	65	
ECO	227	32	35	28	28	33	14	2	65	61	55	46	58	54	
ALL (K-5)	324	37	39	34	35	31	19	3	75	63	58	47	59	55	



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

Commitment 1 - ELA/Social Studies

Jan-Jun	Classroom teachers, SPED and Reading teachers will engage on a 6-8 week cycle to monitor student progress and adjust 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 and included discussions of impact on interventions.					
Jan-Jun	Students will engage in independent tasks, in both SGI and WGI, that align to grade level content/skill. Independent tasks during SGI will focus on enrichment, acceleration and/or intervention aligned with the core content.					
Jan-Jun	Classroom teachers, SPED and Reading teachers will engage on a 6-8 week cycle to monitor student progress and adjust tier 1 plans. This process will include EasyCBM, Lori Strong Assessment, K. Stahl, NWEA, and/or classroom formative assessment data and included discussions of impact on interventions.					
Jan-Jun	Building leaders and instructional supervisors will conduct weekly visitations in all classrooms and monthly walkthroughs on a core group of teachers that focus on the implementation of the building identified instructional strategies focused on releasing the cognitive load to students.					
Jan-Jun	Students and teachers will track student progress on identified building-wide lead measures (Leader in Me priority) around Lexia usage and NWEA progress towards goals. (Evident through building wide data wall, classroom data walls and in student leadership notebooks).					

COMMITMENT 2-Math/Science

Our Commitment/ Root Cause

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to ensuring teachers and students develop a deep understanding of the Next Generation Math Standards including Student Mathematical Practices (1, 2, 7 and 8), Rigor and Coherence where students lead their own learning and engage in the work of the lesson.</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> 	<ul style="list-style-type: none"> • We saw decreases in our NWEA growth data across all subgroups. Based on the 2022-2023 spring benchmark. NWEA 2023 Fall to Spring Growth by CGP: K- 56.9, 1- 42.7, 2- 48.7, 3- 49.5, 4- 57.7, 5- 38 • Implementation of a new Math curriculum which will require consistent professional development support throughout the upcoming school year. • Through classroom visits, student work and assessment outcomes we notice that students are not able to show proficiency and skill carry over when working independent of the teacher in both SGI and WGI times (ex: supports, gradual release and opportunities for independent engagement) • In 2022-23 PHES leaders began using the Achieve the Core- Instructional Practice Guide (IPG) for ELA and saw growth in practice based on the focused action and priorities within the guide. We'd like to continue this work in math focusing on Core Action #1- 'Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor Required by college-and career-ready standards mathematics'.

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	<ul style="list-style-type: none"> • NWEA CGP • NWEA % Met Growth • NWEA % Mean RIT 	<ul style="list-style-type: none"> • 70% CGP • 70% Met Growth • 60% Mean RIT 	

Commitment 2 - Math/Science

Pine Hills 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	69	45	47	34	45	--	--	--	--	68	61	43	65	57	
1	55	35	34	27	22	--	--	--	--	74	38	31	60	43	
2	37	33	38	21	30	--	--	--	--	59	47	46	52	49	
3	56	29	32	21	21	22	13	9	71	63	55	41	57	49	
4	60	32	34	25	27	31	19	0	69	64	67	44	56	58	
5	50	32	30	20	18	16	7	0	29	62	28	28	58	38	
Ethnicity															
A	33	36	38	24	27	25	17	0	58	55	50	42	53	48	
B	128	30	33	16	23	25	6	2	41	66	53	37	60	50	
H	65	30	29	19	22	15	19	0	54	64	43	38	57	47	
W	65	41	43	38	38	23	17	7	73	70	48	41	60	50	
Multi	32	48	48	52	41	27	20	13	100	63	55	44	59	53	
AIC	30	28	34	15	23	29	0	0	--	74	70	41	68	64	
SWD	41	23	17	9	10	6	13	0	31	59	32	24	53	34	
ELL	68	28	30	11	18	21	10	0	41	61	53	45	55	51	
ECO	229	30	31	18	19	23	10	1	46	61	47	38	56	47	
ALL (K-5)	327	35	36	25	28	23	13	3	58	65	50	39	59	49	

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-Unauthorized				
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? 					
Sep-Dec	<p>Teachers, co-teachers will engage in Math CPT on six week cycles to plan around identified school-based PHES Prioritized Instructional Strategies, review formative data bi-weekly and planning, modeling and debriefing Illustrative Math units. One time every other month CPT meetings will include the math interventionists to monitor progress.</p>					
Sep-Dec	<p>Students will engage in the 3 Professional Learning Community lesson activities in the Illustrative Math curriculum each unit that fosters independent inquiry during SGI and WGI to demonstrate skill and content proficiency. This aligns to core action 1 of the IPG to ensure proper application of skills and conceptual understanding independent of the teacher).</p>					
Sep-Dec	<p>The Math interventionist will work with classroom teachers and co-teachers to push into grades 2-5 daily during the EA&I block to work with ‘below & approaching’ (based on spring NWEA outcomes) students using the Bridges curriculum and meet with the Math instructional coach weekly, review data at-least every other month per year to adjust groups as needed using the Data to Instruction Template.</p>					

Commitment 2 - Math/Science

Oct-Dec	Building leaders and instructional supervisors will conduct weekly visitations in all classrooms and monthly walkthroughs on a core group of teachers that focus on the implementation of the building identified instructional strategies focused on releasing the cognitive load to student					
Oct-Dec	Math instructional coach will engage in co-teaching with classroom teachers and special education co teachers using Illustrative Math (IM) lessons (prioritizing the Student PLC opportunities within the units), provide targeted professional development sessions to plan for “Make and Take” for aligned IM unit centers materials with the support of building-wide instructional TAs.					
Oct-Dec	Students and teachers will track student progress on identified building-wide lead measures (Leader in Me priority) around IXL usage and NWEA progress towards goals. (Evident through building wide data wall, classroom data walls and in student leadership notebooks)					

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>)
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Commitment 2 - Math/Science

Student Data	Unit Assessments	80% of students are proficient (level 3 or 4) on the end-of-unit assessment.	
	IXL Student Usage	Students will track their minutes completed on IXL each week and this measure will be tracked on our school-wide 'lead measure' board.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Classroom visits will show a trend of teachers utilizing the instructional strategies aligned to PD offerings.	
Student Behaviors and Practices	Classroom Visits	Students will lead learning in alignment with Empowering Instruction Rubric .	

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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	50-80% CGP 50-80% Met Growth 50- 80% % Mean RIT	

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

Commitment 2 - Math/Science

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
Jan-Jun	Math instructional coach, teachers and co-teachers will engage in professional development on Mathematical practice MP, Construct viable arguments, and critique the reasoning of others. Math instructional coach will model and provide teachers with feedback on their integration of this mathematical practice.					
Jan-Jun	Teachers and co-teachers will engage in Math CPT on six week cycles to plan around identified school-based PHES Prioritized Instructional Strategies , review formative data bi-weekly and planning, modeling and debriefing Illustrative Math units. One time every other month CPT meetings will include the Math interventionists to monitor progress.					
Jan-May	Students and teachers will track student progress on identified building-wide lead measures (Leader in Me priority) around IXL					

Commitment 2 - Math/Science

	usage and NWEA progress towards goals. (Evident through building wide data wall, classroom data walls and in student leadership notebooks)					
Mar	Math instructional coach will engage vertical teams to analyze K-5 Math progressions by domain for the upcoming trimester through 90-minute embedded professional development.					
Jan-Jun	Building leaders and instructional supervisors will conduct weekly visitations in all classrooms and monthly walkthroughs on a core group of teachers that focus on the implementation of the building identified instructional strategies focused on releasing the cognitive load to student.					

COMMITMENT 3- Attendance

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>As a school we are committed to proactively addressing chronic absenteeism and determining successful attendance interventions and processes to address individual and cohort attendance barriers.</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> 	<ul style="list-style-type: none"> • Our identified subgroups from this past school year that met their subgroup goal are our Hispanic/Latino subgroup (June 2023 goal: 26.8 Actual: 24.64), Asian subgroup (June 2023 goal: 14.3 Actual: 12.5), ENL subgroup (June 2023 goal: 21.8 Actual: 16.9), and SWD (June 2023 goal: 22.5 Actual: 21.95). • Our identified subgroups from this past school year that did not meet their subgroup goal are our Black subgroup (June 2023 goal: 20 Actual: 25.78) and our Economically Disadvantaged subgroup (June 2023 goal: 22.9 Actual: 26.84) • Currently, our chronic absenteeism rate for all students is 22.85% • Current chronic absenteeism cohort data is listed below: <table border="1" data-bbox="751 964 1234 1445"> <tbody> <tr> <td>B</td> <td>25.78</td> <td>SWD</td> <td>21.95</td> </tr> <tr> <td>W</td> <td>24.24</td> <td>K</td> <td>30</td> </tr> <tr> <td>H</td> <td>24.64</td> <td>1</td> <td>26.32</td> </tr> <tr> <td>M</td> <td>18.18</td> <td>2</td> <td>10</td> </tr> <tr> <td>A</td> <td>12.5</td> <td>3</td> <td>27.59</td> </tr> <tr> <td>ENL</td> <td>16.9</td> <td>4</td> <td>19.35</td> </tr> <tr> <td>ECO</td> <td>26.84</td> <td>5</td> <td>26.84</td> </tr> </tbody> </table>	B	25.78	SWD	21.95	W	24.24	K	30	H	24.64	1	26.32	M	18.18	2	10	A	12.5	3	27.59	ENL	16.9	4	19.35	ECO	26.84	5	26.84
B	25.78	SWD	21.95																										
W	24.24	K	30																										
H	24.64	1	26.32																										
M	18.18	2	10																										
A	12.5	3	27.59																										
ENL	16.9	4	19.35																										
ECO	26.84	5	26.84																										

Commitment 3- Attendance

	<ul style="list-style-type: none"> As an Attendance Committee we also noted that our primary students and families (K and 1) would benefit from attendance education (impact of positive attendance and when your child should and should not attend based on observed symptoms) In speaking with families, attendance barriers are very individualized and can require different or unique interventions to best support, collaboration with families is necessary.
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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	All Students: 14.2% Black: 20% Economically Disadvantaged: 22.9%	

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

Commitment 3- Attendance

<p>July - August</p>	<p>The Attendance Committee will review '22-'23 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 determine outreach and initial support plans developed over the summer.</p>					
<p>July - August</p>	<p>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.</p>					
<p>August - Sept</p>	<p>School leaders and teachers will review the Attendance Flowchart, modifying, updating, and re-sharing out to staff at the start of each trimester outlining processes and tiered interventions/supports.</p>					
<p>July - Sept</p>	<p>All teachers will receive a classlist identifying students who were chronically absent for the '22-'23 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 (should time allow). 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. Failed to Enter process will be followed by the Attendance Team. Office staff will send home pertinent parent information regarding attendance, transportation, school start date and August Newsletter in the welcome back letter to all families. Information will also be shared out</p>					

Commitment 3- Attendance

	during Open House and via school messenger prior to the first day of school.					
Sept - June	The Social Emotional Behavior (SEB) Team will plan Attendance celebrations for each trimester and highlight positive attendance in daily morning announcements. Attendance board will be updated with current daily attendance data. Attendance incentives will be identified and planned, encouraging and recognizing families making improvements.					
Sept - June	Students will track their daily attendance in leadership notebooks, teachers will track daily classroom attendance displayed by classroom door.					
Sept - 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.					
Sept - Oct	The Attendance Committee will meet with MTSS members to discuss and develop steps for MTSS Attendance.					

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:

Commitment 3- Attendance

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	Chronic Absenteeism	At the end of December, all students will have an attendance rate that is above the 90% threshold -All FTES are resolved within the first 7 days of school	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	-Daily tracking of attendance in classrooms and school-wide data wall -MTSS Attendance process in place and being utilized consistently	
Student Behaviors and Practices	Leadership Notebooks	-Students track daily attendance	

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)	Chronic absenteeism data in PowerBI	Year to year decrease in the percentage of students missing 10% of school or more	

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
Sept - 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.					
Jan	Midyear attendance data will be pulled to 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.					
Jan - June	Staff will continue to make phone calls after the student's 2nd consecutive absence, making the connection between academics and attendance					

Commitment 3- 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. Attendance letters will be uploaded to SchoolTool by HSC.					
Jan - June	Admin and HSC will work to track the impact of our interventions for identified students and analyze their impact on a trimester basis.					
Jan - June	Attendance celebrations will be planned for each trimester and highlighted in daily morning announcements. Attendance board will be updated with current daily attendance data.					
Jan - June	Students will track their daily attendance in leadership notebooks, teachers will track daily classroom attendance displayed by classroom door.					
Jan - 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.					

COMMITMENT 4- SEL

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>At Pine Hills Elementary School we commit to providing our student leaders with the skills necessary to recognize their emotional state and resolve conflict through the RULER Blueprint and Leader in Me weekly lessons focused on the 8 Habits of Highly Effective People.</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> 	<ul style="list-style-type: none"> • DTSDE and Leader in Me MRA surveys both show that students are developing the tools to independently resolve conflict and show empathy for the other person involved. • We believe it is important that staff and students honor each other’s perspectives and that teachers model how to ‘Find Your Voice’ • In 2022-23 classes who were identified as ‘high risk’ based on the SRSSIE engaged in Community Circles that created unique spaces where voices can be lifted and student perspectives are prioritized. Those classrooms that engaged these regularly saw increased student voice and decreased in concerning behavior. • As a staff we have committed to Club Rules that govern our beliefs about student learning and how we will work together, one of these includes: ‘As a Lighthouse Leadership School we practice and model the 8 Habits of Highly Effective People’. • Students use proactive strategies, after identifying and regulating emotions to resolve conflict.

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 4- SEL

End-Of-The-Year Goals	Discipline Referrals	-Decrease number of classroom referrals by about 15% (under 300)	
	Classroom Referrals	-Decrease the the number of referrals for the top 10 students) of disciplinary referrals in the building	
	MRA Survey Question "Students believe that they are cared about and understood by the people in their school and feel a sense of belonging"	- An increase in 'strongly agree/agree' on MRA survey question regarding sense of belonging	

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

Commitment 4- SEL

Aug	Lighthouse Leadership Team and SEB will identify connections and crossovers between RULER and Leader in Me to create a comprehensive morning meeting curriculum for all classroom teachers and SEB staff to use to push-in.					
Sep-Dec	SEB Team will lead TCIS Mini-training on de-escalation strategies as a part of monthly principal PD. In September this team will introduce the SRSSIE and provide de-escalation strategies for staff.					
Sep-Dec	Lighthouse Leadership Team will offer a monthly Booster time or Principal PD, share out monthly SEL focus, resources/strategies for Leader in Me (LIM)/RULER.					
Oct	All staff will engage in LIM Signature Training provided by Covey on Oct 27, 2023 to provide a refresher for returning staff and an introduction for new staff members on Leader in Me.					
Oct-Dec	Teachers will provide explicit instruction and students will practice the Blueprint & Meta Moment Anchors monthly during SEL block and will have opportunities to practice utilizing the Blueprint during community circles. RULER Lesson Plan Development (with L...					
Sep	Families who attend our annual Ice Cream Social in September will participate in the Family Mission Statement Workshop providing a specific opportunity for families to apply the learning Leader in Me Learning at home.					

Commitment 4- SEL

Sep-Nov	School leaders and members of PPS will visit classrooms and complete the Tier 1 Fidelity check to observe the implementation of SEL Instruction weekly.					
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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	Classroom Referrals (halfway mark) Discipline referrals (top 10 student progress)	A 15% decrease in classroom referrals. A 15% decrease in discipline referrals.	
Adult/Schoolwide Behaviors and Practices	SSRS-IE Tier 1 Checklist	Targeted support for identified groups is showing a decrease in the high risk	
Student Behaviors and Practices	Use of Blueprint	An increase in use of Blueprint and a decrease in peer to peer conflict referrals	

Commitment 4- SEL

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	If I am in a conflict/disagreement, I am able to resolve it without anger. 54.5% DTSDE	67%	
Staff Survey	Most students, if in a conflict/disagreement, are able to resolve it without anger. 52.4% DTSDE	67%	
Family Survey	My child, if in a conflict/disagreement, is able to resolve it without anger. 59.1% DTSDE	74%	

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)	Top 10 referral student data Overall classroom referral data	Reduced recidivism 150	

Commitment 4- SEL



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	SEB Team members will push into priority classrooms (based on Fall to Winter SRSSIE outcomes) to co-teach RULER lessons during designated times, providing support to classroom teachers on strategies.					
Jan-Jun	Lighthouse Leadership Team will offer a monthly Booster time or Principal PD, share out monthly SEL focus, resources/strategies for LIM/RULER.					
Jan-Apr	Teachers will provide explicit instruction and students will practice the Blueprint & Meta Moment Anchors monthly during SEL block and will have opportunities to practice utilizing the Blueprint during community circles.					
Feb-Apr	School leaders and members of PPS will Visit classrooms and complete the Tier 1 Fidelity check to observe the implementation of SEL Instruction weekly.					

COMMITMENT 5- Building Equity Team

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>As a building we are committed to reaching equity in education through the intersection of Standards, Curriculum and Content (UnboundEd); courageous conversation; and collegial dialogue. We are committed to lifting student voice in all areas of the school and treating student leaders as partners in our decision making, while ensuring that students remain at the center of our decision making.</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> 	<ul style="list-style-type: none"> • We believe that by engaging in collegial dialogue, courageous conversations and lifting student voice that we will continue to work on uncovering unconscious bias and honor the equity we seek. • On the Leader in Me MRA data (2023) 55% of 4th and 5th grade students report that they can definitely or mostly change things in our school. • Trends from classroom visitations during the 2022-2023 academic year showed that instruction is largely teacher driven (i.e. teacher to student question and answer, teacher guided shared reading and problem solving). • During the 2022-2023 academic year student leaders led and engaged in service learning projects that addressed a problem, but did not have the chance to engage in the same decision making in their classrooms or align their leadership to problems affecting their peers.

Commitment 5- Building Equity Team

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	70% CGP 80% Met Growth 60% % Mean RIT	

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
Sep-Oct	The Student Lighthouse Leadership Team will hold elections for grades K-5 in October, identifying student leaders from each grade level to join the Student Lighthouse Leadership Team.					
Sep-Dec	Teachers, co-teachers, interventionists and school leaders will engage in conversations of					

Commitment 5- Building Equity Team

	equity using Singleton’s Four Agreements for Courageous Conversations during CPT and Professional development related to the use of grade-level standards, curriculum and content.					
Oct-Dec	The Equity Committee will meet monthly and revisit the Wonders Equity Units created in the previous years, looking at the opportunities to expand the equity focus on established unit plans (on DTSDE Survey 2023, 42% of students do not believe that ‘the curricula is relevant to their interests and background’).					
Nov-Dec	The Student Lighthouse Leadership Team and Equity Teams will work together to implement the annual service project taken on by the school in connection with Leader in Me. Our Spring One School One Book will align with the determined project.					

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>
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Commitment 5- Building Equity Team

Student Data	Election results from the October/November elections	A new Student Lighthouse Leadership Team will be established through student elections.	
Adult/Schoolwide Behaviors and Practices	Common Planning Time Observations and Minutes	Qualitative notes regarding change in beliefs or application of collegial and courageous conversations in these spaces. Examples of student voice in prompting changes in approaches to instruction strategies.	
Student Behaviors and Practices	Observable Student voice in classroom visits (aligned to empowering instruction rubric LiM)	Observed student leadership and voice in leading the learning in the classroom. All staff members intentionally build trusting teacher-student relationships by practicing and modeling trust behaviors. All students are empowered to lead their own learning through learning experience, instructional strategies, and leadership tools that involve the release of teacher control.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	DTSDE Survey 2023 42% of students do not believe that 'the curricula is relevant to their interests and background'	80%	

Commitment 5- Building Equity Team

Staff Survey	DTSDE Survey 2023 44% of staff say the curriculum is relevant to their interests and background	80%	
Family Survey	DTSDE Survey 2023 84% of parents responded that their children say that the curriculum is relevant to their interests and background	80%	

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)	NWEA Growth Scores Classroom Visits	NWEA growth scores for all subgroups surpassing 80% Classroom visit trend data will show student ownership of learning aligned with the Empowering Instruction Rubric	



Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled
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Commitment 5- Building Equity Team

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-Jun	The Student Lighthouse Leadership Team will meet bi-weekly to work to complete the service learning project for the year in collaboration with the Student Lighthouse coordinators and the Equity Team.					
Jan-Jun	Teachers, co-teachers, interventionists and school leaders will engage in conversations of equity using Singleton’s Four Agreements for Courageous Conversations during CPT and Professional Development related to the use of grade-level standards, curriculum and content.					
Mar-Jun	All of the school community will synergize together in our monthly Leadership Assemblies and to implement our annual Leadership Day.					
Jan-Jun	Student leaders who show the need for acceleration during intervention blocks will synergize to create a school-wide podcast to be incorporated as a part of SEL block for the entire school to learn from.					

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?	We learned that teachers need support in implementing instructional practices that meet the needs of students in ELA and Math and the co-teach classrooms. Coaches are being leveraged in the plan to support the development of consistent prioritized building practices.

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
Tia Corniel	Principal
Allisen Brodie	Assistant Principal
Jessica Short	Teacher
Artell Eastman	Teacher
Lucy Gould	Teacher
Angela Jones	Teacher
Amy Gallagher	Teacher
Tiara MacFaline	Teacher
Justin Gallo	Teacher
Tanya Randolph	Teacher
Peg Webb	Coach
Angela Jasewicz	Coach
Jen Merrit	Social Worker
Jill Brenneman*	Parent

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
<i>Example:</i> 4/6/21				x	x		
5/16/23	x	x	x				
5/23/23				x		x	
5/24/23			x			x	x
5/25/23						x	x
6/2/23							x
6/14/23	x			x		x	x

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.