

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010029
School Name:	Giffen Memorial Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jasmine Brown	Title	Principal
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Website for Published Plan	<a href="http://albanyschools.org">albanyschools.org</a>		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

### SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

**If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.**

**If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.**

Name	Title	Signature	Date
Jasmine Brown	Principal		
Migdalia Torres	School Social Worker		
Jacqueline Johnson	Teacher		
Jill Flood	Sped Teacher		
Maureen Tricozzi	Math Coach		
Anna Walker	ELA Coach		
Lindsay Flanders	Reading Teacher		
Tammy Schillinger	ENL Teacher		
Britt Foley	Teacher		

Thomas Joyce	Teacher		
Justin Pruiksma	Phys Ed Coach		
Amanda Boyd	Community School Site Coordinator		
Kimberly Cirigliano	Teacher		
Derek Johnson	Home School Coordinator		
Jason Rogers	Assistant Principal		

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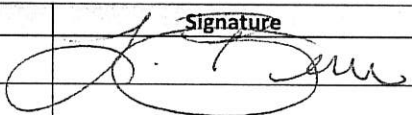

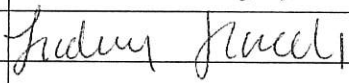
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If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Jasmine Brown	Principal		7-30-19
Migdalia Torres	School Social Worker		
Jacqueline Johnson	Teacher		
Jill Flood	Sped Teacher		
Maureen Tricozzi	Math Coach		7/30/19
Anna Walker	ELA Coach		
Lindsay Flanders	Reading Teacher		7-30-19
Tammy Schillinger	ENL Teacher		

Britt Foley	Teacher	<i>Britt Foley</i>	7/30/19
Thomas Joyce	Teacher		
Justin Pruiksma	Phys Ed Coach		
Amanda Boyd	Community School Site Coordinator	<i>A. Boyd</i>	7/30/19
Kimberly Cirigliano	Teacher		
Derek Johnson	Home School Coordinator	<i>Du Johnson</i>	7.30.19
Jason Rogers	Assistant Principal		

## Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. The SCEP contains at least one evidence-based intervention.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Evidence-Based Intervention

**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:**

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

**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.

	<b>State-Supported</b>
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement: <span style="float: right;">Coaching</span>

	<b>Clearinghouse-Identified</b>
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.
	Strategy the school will implement:
	Clearinghouse
	Rating from Clearinghouse

	<b>School-Identified</b>	
	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

**Additional Evidence-Based Interventions (Optional)**

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.






Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified			
Identifying a plan to communicate the priorities to different stakeholders			

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

**English Language Arts**

**A1. ELA Baseline Data: Provide the most recently available information.**

**NYS Assessment 3-8 ELA:**  
All Students MGP - 46.6  
All Students Core Subject Performance Index - 52.5  
African American Students MGP - 45.8  
Hispanic Core Subject Performance Index - 58.9

**NWEA Spring to Spring Growth:**  
Students with Disabilities: 35.28%

**B1. SCEP Goal for English Language Arts Receivership schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

By June 2020, Giffen Memorial Elementary School will increase Median Growth Percentile (MGP) and the Core Performance Index on the 3-8 NYS assessment as follows:  
All Students MGP - 48.6  
All Students Core Subject Performance Index - 62.5  
African American Students MGP - 47.8  
Hispanic Core Subject Performance Index - 67.7

**NWEA Spring to Spring Growth:**  
Students with Disabilities: 37.28%

**C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.**

Based on classroom observations, review of data, and conversations with staff at GMES, students are fairly compliant during instructional times but there is a fear to release learning to students (repeating directions, reviewing from yesterday, low level tasks, teacher-led instruction, low level questions, limited student talk). There is limited differentiated instruction and not all instruction/tasks are directly tied to grade level standards. To address these issues, GMES work will involve:

1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students.
2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.
3. Teachers will provide students opportunities to practice ELA strategies that will improve independency and increase student participation in their own learning.

<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September	September	Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map.
October	October	Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction.
October	October	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.
October	October	Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.
October	October	During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and CSDA data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations.
October	October	BLT will review results of checkpoint data to determine the impact of standards based instruction and practices.
October	October	BLT and CET will review the SCEP for ELA metric progress.
November	November	District staff (Gereghy) will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.
November	December	Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support.
January	January	BLT will meet to modify midpoint action steps.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		<ol style="list-style-type: none"> <li>1) On the NWEA Projected Proficiency Summary Report we expect to see 40% or more of "all students" and Hispanics (grades 3-6) who are projected to achieve a Level 2 or greater</li> <li>2) On the Winter NWEA Conditional Growth Report: expect to see a CGP of 50 or more for the following subgroups: All students, African American and SWDs</li> <li>3) Fall to Winter Curriculum Based Measures</li> <li>4) Wonders Benchmark Assessment Fall to Winter Proficiency</li> <li>5) Data Teaming Short Cycle Data</li> </ol>

<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	January	Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map.
February	February	Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction.
February	February	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.
February	February	Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.
February	February	During weekly data team meetings, facilitated by Coaches, teachers will provide evidence of instructional strategies through student work and CSDA data points. Such evidence will may result in the need for more targeted coaching cycles and peer to peer visitations.
February	February	BLT and CET will review the SCEP for ELA metric progress.
February	March	District staff (Gereghy) will conduct PD after the Winter NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.
March	April	Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support.
March	March	BLT will review results of checkpoint data to determine the impact of standards based instruction and practices.
April	April	BLT will meet to modify midpoint action steps.
April	April	BLT and CET will review the SCEP for ELA metric progress.
May	June	Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	<p>3-8 Math:            All Students MGP - 42.3            All Students Core Subject Performance Index - 33.5            African American Students MGP - 45.8            Hispanic Core Subject Performance Index 46.2</p> <p><b>NWEA Spring to Spring Growth:</b>            Students with Disabilities: 29.95%</p>
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<b>B2. SCEP Goal for Mathematics Receivership schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	<p>By June 2020, Giffen Memorial Elementary School will increase Median Growth Percentile (MGP) and the Core Performance Index on the 3-8 NYS assessment as follows:            All Students MGP - 44.3            All Students Core Subject Performance Index - 43.5            African American Students MGP - 43.1            Hispanic Core Subject Performance Index 56.1</p> <p><b>NWEA Spring to Spring Growth:</b>            Students with Disabilities: 31.95%</p>
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	<p>Based on classroom observations, review of data, and conversations with staff at GMES, students are fairly compliant during instructional times but there is a fear to release learning to students (repeating directions, reviewing from yesterday, low level tasks, teacher-led instruction, low level questions, limited student talk). There is limited differentiated instruction and not all instruction/tasks are directly tied to grade level standards. To address these issues, GMES work will involve:            1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independency and increase student participation in their own learning.</p>
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<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September	September	Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures.
September	September	Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year.
October	October	Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches.
October	October	Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices.

October	October	Identified grade level teachers will participate in Math studio development with identified math teaching practices and student math practices.
October	October	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.
October	October	During weekly data team meetings teachers will provide evidence of instructional strategies through student work and CSDA data points.
October	October	BLT will review results of Checkpoint data to determine the impact of standards based instruction and practices.
October	October	BLT and CET will review the SCEP for Math metric progress.
December	December	Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year.
November	November	District staff (Geregthy) will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.
January	January	BLT will meet to modify mid-point action steps.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		
		NWEA- Level 2 and above projections for each subgroup- Winter NWEA Conditional Growth Percentile Winter Math Checkpoint Data Data Teaming Short Cycle Data
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b>
Identify the projected start date for each activity.		
January	January	Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches.
January	January	Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices.
January	January	Identified grade level teachers will participate in Math studio development with identified math teaching practices, student math practices and instructional strategies.
January	January	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.
February	February	Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the third quarter of the year.
January	January	During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.
February	February	BLT will review results of NWEA and CSDA benchmark assessment data to determine the impact of standards based instruction and practices.
February	February	BLT and CET will review the SCEP for Math metric progress.
February	February	Teachers and coaches will review and analyze NWEA and Mid point benchmark assessments to reassess the effectiveness of the standards based instruction and make informed decisions for the 2nd part of the year.
February	March	District staff (Geregthy) will conduct PD after the Winter NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.

March	March	Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches.
March	March	Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices.
March	March	Identified grade level teachers will participate in Math studio development with identified math teaching practices, student math practices and instructional strategies.
March	March	During weekly data team meetings teachers will provide evidence of instructional strategies through student work and CSDA data points.
March	March	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.
April	April	Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the final quarter of the year and to prepare for the NYS assessments.
April	April	Identified teachers will participate in coaching cycles to support the continuation of previous learned and practiced instructional and teaching practices.
April	April	BLT and CET will review the SCEP for ELA metric progress.
May	May	Identified grade level teachers will participate in Math studio development with identified math teaching practices, student math practices and instructional strategies.
June	June	Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year

**Science**

<b>A1. Science Baseline Data: Provide the most recently available information.</b>			Grade 4 All Students Core Subject Performance Index - 151.6.
<b>B2. SCEP Goal for Science Receivership schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			By June 2020, Giffen Memorial Elementary School will increase the Core Performance Index on the 4th Grade Science Exam to 161.3 or above.
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			Currently, based on the NYS Science Exam proficiency data, Giffen's current Science proficiency rate is 56% (which is 14% below the district proficiency, and 18% below the state Science Proficiency rate). Though Science is currently scheduled, classroom teachers take from scheduled Science time to further teach Math in classes, K-5. 1. There is a need to make sure that the intended scheduled time is protected for Science 2. Teachers of Science are lesson planning around the set NYS Science standards. 3. Students are meeting proficiency on those standards (exhibited through performance on NYS exams).
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September	September	The building principal will build weekly lab time in the schedule for all Grade 4/5/6 Science classes.	
September	September	Grade 4/5 teachers will participate in district PD around the FOSS Science Resource being implemented in the 19.20 school year.	
October	October	Grade 4 teachers will engage in PD to review COGNOS reports and identify the priority standards in which the previous cohort of students had deficits to provide targeted instruction.	
October	October	The instructional coaches (Math) will work with Grade 4 Science/Math teachers to review Science performance task benchmarks around Grade 4 Science Standards and offer suggestions on where to infuse Science understanding during Math and ELA instruction.	
November	November	Grade 4 students will begin to utilize the Science Lab for the purpose of developing an understanding of the science process.	
November	November	The math coach will begin to provide support for the weekly lab time with the grade 4 teachers based on the COGNOS results.	
November	November	Teachers will begin utilizing Mystery Science as a supplement to the Science Curriculum in Grade 3 and 4.	
December	December	Grade 4 students will take a modified written and performance assessment, as created by the STEM supervisor, for the purposes of establishing baseline for the NYS science test.	



<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		Science Unit Assessments
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	January	Grade 4/5 teachers will participate in district PD around the FOSS Science Resource being implemented in the 19.20 school year.
January	January	The math coach will begin to provide support for the weekly lab time with the grade 4 teachers based on the performance results of the baseline assessments.
January	January	The instructional coaches (Math) will work with Grade 4 Science/Math teachers to review results of the written baseline assessments and offer strategies for implementing the standards during instruction.
February	February	Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through instructional coach support.
April	April	Third grade students will begin using science lab and become exposed to science lab routines/procedures during the last quarter of the year.
May	May	Grade 4 students will take the post modified assessment from December to note growth and instructional needs still existing.
May	May	The math coach will work with the grade 4 teacher to support explicit instruction for identified students based on the data from the post modified assessment.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.

**Tenet 4: Instruction**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	The Building Leadership Team met and reviewed the Comprehensive DTSDE School Framework Phases of Implementation for Tenet 4 and determined that classrooms were exhibiting 9/31 or 29% of the elements in Phase 1 with consistency, 9/28 or 32% of the elements in Phases 2 during the 2018-2019 schoolyear.
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	Classrooms need to exhibit 90% of the Phase 1 indicators, 50% of the Phase 2 indicators, and 4 of the Phase 3 indicators identified in the Comprehensive DTSDE School Framework Phases of Implementation document.
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on classroom observations, review of data, and conversations with staff at GMES, students are fairly compliant during instructional times but there is a fear to release learning to students (repeating directions, reviewing from yesterday, low level tasks, teacher-led instruction, low level questions, limited student talk). There is a need for increased differentiated instruction and ensuring all instruction/tasks are directly tied to grade level standards.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
August	August	Tenet 4 Framework will be shared with teachers through summer communication for initial self-assessment in preparation for September teacher Professional Development to establish classroom instructional expectations.
September	September	GMES teachers and staff will review, plan, and implement common instructional routines and procedures during the first two weeks of school (Start Smart- ELA, Math practices) to establish classroom routines and procedures.
October	October	Instructional coaches will train instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students.
October	October	Administrators will review classroom instructional non-negotiables implementation (classroom routines, instructional strategy focuses, differentiated instruction) through building level walkthroughs.
October	October	Teachers will work with interventionists and MTSS grade level liaison three times a year after benchmarks to analyze and make data informed decisions (Tier I planning) based on the gap analysis to meet the differentiated needs of all students.
October	October	BLT will meet to identify indicators from the DTSDE Implementation document that need additional support in order to meet the mid-year goal.

November	November	Peer visitations (with Dr. Jackson) will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and differentiated instruction across the building.
December	December	Administrators will review classroom instructional non-negotiables implementation (classroom routines, instructional strategy focuses, differentiated instruction) through building level walkthroughs.
December	December	Instructional coaches will check in with instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students.
January	January	Peer visitations (with Dr. Jackson) will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and differentiated instruction across the building.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		Walkthrough Data Collection Tool and DTSDE Phases of Implementation Document: 70% of Phase 1 indicators, 40% of the Phase 2 indicators, and 2 of the Phase 3 indicators
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
February	February	Tenet 4 Framework will be reviewed, with a second self-assessment of established practices to reestablish and reinforce classroom instructional expectations and progress of consistent building practices.
February	February	Teachers will work with interventionists and MTSS grade level liaison three times a year after benchmarks to analyze and make data informed decisions (Tier I planning) based on the gap analysis to meet the differentiated needs of all students.
February	February	Administrators will review classroom instructional non-negotiables implementation (classroom routines, instructional strategy focuses, differentiated instruction) through building level walkthroughs.
March	March	Instructional coaches will train instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students.
March	March	Peer visitations (with Dr. Jackson) will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and differentiated instruction across the building.
April	April	Administrators will review classroom instructional non-negotiables implementation (classroom routines, instructional strategy focuses, differentiated instruction) through building level walkthroughs.
May	May	Instructional coaches will train instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students.
May	May	Peer visitations (with Dr. Jackson) will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and differentiated instruction across the building.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.

## Chronic Absenteeism

<b>Chronic Absenteeism</b>		
<b>A1. Chronic Absenteeism Baseline Data: Provide the most recently available information.</b>	All students: 39%	
<b>B2. SCEP Goal for Chronic Absenteeism Receivership schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By June 2020, Giffen Memorial Elementary School will decrease the chronic absenteeism rate to 26%.	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	At the conclusion of the 18.19 school year, GMES's chronic absenteeism rate was 32%. This is below our expected measured progress of 27%. There is a need to: (1) Communicate the importance of attendance to students and parents (2) Provide tiered interventions and support for chronically absent students, and (3) Support families of chronically absent students with the resources necessary to assist getting students to school consistently.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
August	August	Chronically absent students for the 2019-2020 school year will be identified by 18+ absences during the 2018-2019 school year.
September	September	The Attendance Committee will meet monthly to plan for student interventions based on identification from the 18.19 school year. Students will be ranked as Tier 1 (90%+), 2(80-90%), and 3 (80%) based on attendance rate through the attendance data dashboard.
October	October	Students ranked at Tier 1 will be monitored on a monthly basis by the Attendance Committee.
October	December	Students ranked as Tier 2 will be placed in an eight week attendance Social, Academic Intervention Group (SAIG) and attendance will be monitored on a weekly basis by HSC's and attendance officer.
October	October	Home school coordinators will make home visits to ensure emergency contact forms are updated ; address verifications; and parent contact as needed. Tier 2 students will receive a home visit at 2+ absences per week.
October	December	Students ranked as Tier 3 will be given an attendance plan in collaboration with the attendance officer, attendance building representative, parent, student, and teacher.
October	October	BLT and CET will review the SCEP for Attendance metric progress.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		Monthly Chronic absenteeism rate
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	January	BLT and CET will review the SCEP for Attendance metric progress.
January	January	The Attendance Committee will meet monthly to plan for student interventions based on identification from the 18.19 school year. Students will be ranked as Tier 1 (90%+), 2(80-90%), and 3 (80%) based on attendance rate through the attendance data dashboard.
February	February	Students ranked at Tier 1 will be monitored on a monthly basis by the Attendance Committee.
February	April	Students ranked as Tier 2 will be placed in an eight week attendance SAIG and attendance will be monitored on a weekly basis by HSC's and attendance officer.
February	February	Tier 3 students' attendance plans will be reviewed and updated by the attendance officer, attendance building representative, parent, student, and teacher.
February	February	BLT and CET will review the SCEP for Attendance metric progress.
April	April	BLT and CET will review the SCEP for Attendance metric progress.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.

**Parent Survey**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	While the Family Engagement Survey indicates Asset level on metrics outlining home to school communication (#14, 43, 44) , they are only between 76 - 78%, which sits low on the range of Asset level. The School Performance Scan survey indicated only 49.3% of school staff believed our quality/frequency of communication with families is sufficient, 56.9% of school staff believed we are effective in maintaining home connections, and 52.1% of school staff believed our school and family organizations work well together. As a result there is a deficit in the successful sharing of information that will empower and inform parents on their role in positively impacting their children’s success.
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<b>B1. SCEP Goal for Community Schools Parent Engagement</b>	By June 2020 we will achieve Emerging Strength Level on the following metrics: School Performance Scan: #83 and Asset Level on the following metrics School Performance Scan: #82, 95 indicative of strong school to home connections Our quantitative goal is to increase the percentages by 5 percentage points by mid year and a total of 10 percentage points by the end of the year. Frequency of communication: midyear goal 54.3, end year goal 59.3; maintaining home connections: midyear goal 61.9 end year goal 66.9; school and family organizations work well together: midyear goal 57.1 end year goal 62.1
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	In order to assure that families are engaged in and empowered and informed about their children’s academic success, we have found there is a lack of effective communication between school and home that enables parents to support their child's academic success on a regular basis. Our need is to 1. increase our quality/frequency of communication with families. 2. Increase our capacity to maintain home connections. 3. Increase the perception that our school and family organizations work well together.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September	September	Training on Schoolmessenger for all coordinators, to increase information sharing throughout the school year.
September	September	Survey of staff and parents regarding effectiveness of school communication (with opportunity for feedback).
September	September	BLT will review survey data from September.
September	September	Training on SchoolTool for all faculty, to increase information sharing on individual students.
October	October	Coordinator's Corner in quarterly Gator Gazette, highlighting (and promoting) HSC or CSSC and parent communication on a school topic/theme.
October	October	Strategic placement of HSCs at arrival and dismissal doors, in order to have consistent face to face communication with families to reinforce information shared via email, robocalls, flyers, etc.
October	October	The Home School Coordinators will consistently be present at PTA meetings.
November	November	Survey of staff and parents regarding effectiveness of school communication (with opportunity for feedback).
December	December	Review of Schooltool for all staff, to increase information sharing throughout the school year.
December	December	Teachers will retake survey in order to gain updated data.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	DTSDE survey School survey Schooltool Communication logs
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	January	BLT will review data to assess whether mid-year goals were met and revise action plan steps if needed.
January	January	Coordinator's Corner in quarterly Gator Gazette, highlighting (and promoting) HSC or CSSC and parent communication on a school topic/theme.
January	January	The Home School Coordinators will consistently be present at PTA meetings.
February	February	Strategic placement of HSCs at arrival and dismissal doors, in order to have consistent face to face communication with families to reinforce information shared via email, robocalls, flyers, etc.
March	March	The Home School Coordinators will consistently be present at PTA meetings.
April	April	Survey of staff and parents regarding effectiveness of school communication for 20.21 planning.
June	June	BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year.