

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010016
School Name:	Pine Hills Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

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

Contact Name	Tia Corniel	Title	Principal
Phone	518-475-6725	Email	<a href="mailto:tcorniel@albany.k12.ny.us">tcorniel@albany.k12.ny.us</a>
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
Tia Corniel	Principal		
Michelle Chiappone	Teacher		
Tracy Berkshire	Rtl Coach		
Artell Eastman	Teacher		
Lucy Gould	Teacher		
Angela Jones	Teacher		
Lotus El-Batity	Teacher		
Melissa Parsons	Teacher		
Peg Webb	Math Coach		
Marnie Gast	Behavior Specialist		
Jessica Short	Teacher		
Jannah Umar	Social Worker		
Katie Lawlor	School Psychologist		
Corinne Johnson (Tentative)	Parent		

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Contact Name	Tia corniel	Title	Principal
Phone	518-475-6725	Email	tcorniel@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

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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
Tia Corniel	Principal		6/28/19
Michelle Chiappone	Teacher		7/8/19
Tracy Berkshire	RtI Coach		7/8/19
Artell Eastman	Teacher		7/31/2019
Lucy Gould	Teacher		7/23/19
Angela Jones	Teacher		7/29/19
Lotus El-Batity	Teacher		7/23/19
Melissa Parsons	Teacher		7/27/19

Peg Webb	Math Coach	<i>Montanna</i>	7/23/19
Marnie Gast	Behavior Specialist	<i>Marnie Gast</i>	7/22/19
Jessica Short	Teacher	<i>J Short</i>	7/16/19
<i>Corinne Johnson</i>	<i>Parent</i>		

## 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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="width: 50%; background-color: #ffffcc;">Coaching</td> </tr> </table>	Strategy the school will implement:	Coaching
Strategy the school will implement:	Coaching		

	<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.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="width: 50%; background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Rating from Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

<b>School-Identified</b>	
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.	
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.


## English Language Arts

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

17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile:

PHES-Growth	Baseline 17-18 ELA PI	Baseline 17-18 MGP
ALL	105.5	43.9
Asian	137.5	48.7
Black	103	43.8
ED	88.7	43.5
ELL	56.1	50.3
Hispanic	87.5	41.6
Multiracial	95	44.3
SWD	25	48.7
White	98.3	45

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

By June 2020, Pine Hills Elementary School will increase Median Growth Percentile (MGP) for all subgroups to the 50th percentile and the ELA Academic Achievement (Performance Index) from:  
 African American - 103 to 111.6  
 Economically Disadvantaged - 88.7 to 99.9  
 Hispanic - 87.5 to 100  
 Students with Disabilities - 25 to 66.6  
 ALL Students - 105.5 to 108.9

**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.**

Pine Hills Elementary School staff needs to develop their knowledge-base to modify and drive instruction to meet the rigor of the Next Gen CCLS progression (Procedural-Conceptual-Application). Classroom reading instruction has been imbalanced in the approaches/strategies used and incorporation of on-grade level complex texts use during instruction impacting rigor of instruction.

**D1. Action Plan - August 2019 through January 2020**

**D2. Start Date:**  
Identify the projected start date for each activity.

**D3. End Date:** Identify the projected end date for each activity.

**D4. Steps to Address Areas of Need and Improve 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.

**Data analysis**

August 2019	August 2019	Building leaders will identify priority standards based on review of Spring 2019 NWEA and NYS Assessment outcomes.
August 2019	August 2019	Building leaders will review NYS Assessment reports for grades 3-5 to identify ELA priority standards for these grade levels.

September 2019	September 2019	Building leaders will set norms and roles for data teaming (ELA- K, 3, 4, 5).
September 2019	September 2019	ELA coach will communicate the priority standards to teachers and develop standards/skills focus for RtI instruction in ELA.
September 2019	September 2019	Building Leaders will find the correlation between the NWEA bands with the NYS priority standards (class level/grade level gap analysis).
September 2019	October 2019	Administration will review teacher and student data, engage in individual data meetings with teachers, to collaboratively identify next action steps for each classroom.
September 2019	December 2019	Quarterly reading level goals will be established by grade level and communicated to staff and students.
October 2019	December 2019	Students will track NWEA & Formative assessment data in their leadership notebooks at least 3 times a year.
November 2019	November 2019	Lighthouse Leadership Team will update school-wide data wall for NWEA Reading growth after each assessment.
<b>Standards Progression &amp; Scaffolding</b>		
Sep-19	November 2019	Teaching staff will receive training in Standard progression and text complexity to provide rigorous instruction.
September 2019	December 2019	The building leaders will schedule 1 Vertical Team meeting to look at student work exemplars related to the priority standards.
September 2019	December 2019	Administrators will conduct walkthroughs with the focus on standards alignment with scaffolding of on-grade level materials in core ELA instruction. Walkthroughs will include a focus, the texts being used to instruct and include a statement about whether the text is on grade level and complex.
November 2019	December 2019	Teachers in specific grades will engage in professional development in collaboration with other schools in the district, learning from each other's best practices. (Example: Grade 5 PHES teachers will engage in observation/collaboration with Grade 5 ASH teachers).
<b>Reading Instruction (K-5)</b>		
August 2019	September 2019	The Building Leaders will set the instructional vision for Reading instruction that builds on district current guidance.
September 2019	December 2019	ELA coach will provide small group instruction in 4th and 5th grade classes modeling best reading instructional practices.
September 2019	December 2019	ELA coach will provide PD around the instructional vision and instructional strategies for reading instruction and strategies to use during small group instruction.
September 2019	December 2019	Building leaders will conduct walkthroughs of small group reading instruction K-5 and share out trends aligned to fidelity.
October 2019	January 2019	ELA coach will plan and implement the 1st round of coaching cycles.
November 2019	January 2020	ELA coach will plan and implement the 2nd round of coaching cycles.
<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- Fall and Winter NWEA Conditional Growth Percentile Winter Fall to Winter Curriculum Based Measures Wonders Benchmark Assessment Fall to Winter Proficiency Data Teaming Short Cycle Data



<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.
<b>Data Analysis</b>		
January 2020	June 2020	Administration will review teacher and student data, engage in individual data meetings with teachers, to identify next action steps for each classroom.
January 2020	June 2020	Students will track NWEA & Formative assessment data in their leadership notebooks at least 3 times a year.
February 2020	February 2020	Lighthouse Leadership Team will update school-wide data wall for NWEA Reading growth after each assessment.
January 2020	June 2020	Quarterly reading level goals will be established by grade level and communicated to staff, students will track their performance.
<b>Standards Progression &amp; Scaffolding</b>		
March 2020	April 2020	The building leaders will schedule 1 Vertical Team meeting to look at student work exemplars related to the priority standards.
January 2020	June 2020	Teaching staff will receive training in Standard progression and text complexity to provide rigorous instruction.
January 2020	June 2020	Administrators will conduct walkthroughs with the focus on standards alignment with scaffolding of on-grade level materials in core ELA instruction. Walkthroughs will include a focus on the texts being used to instruct and include a statement about whether the text is on grade level and complex.
January 2020	June 2020	Grades 2 and 5 will pilot use of NWEA reading weekly checklist aligned to skills necessary for students to master the priority standards for each unit and aligned to curriculum map by week.
February 2020	June 2020	Teachers in specific grades will engage in professional development in collaboration with other schools in the district, learning from each other's best practices. (Example: Grade 5 PHES teachers will engage in observation/collaboration with Grade 5 ASH teachers).
<b>Reading Instruction (K-5)</b>		
January 2020	June 2020	ELA coach will provide small group instruction in 4th and 5th grade classes modeling best reading instruction practices and provide professional development through coaching cycles. Grades K-3 will receive double dose instruction with a reading teacher.
January 2020	June 2020	Reading instruction related to ELA will center around on-grade level complex texts except Guided Reading.
January 2020	June 2020	Building leaders will conduct walkthroughs of small group reading instruction K-5 and share out trends aligned to fidelity.
February 2020	April 2020	ELA coach will schedule and implement the 3rd round of coaching cycles.
April 2020	June 2020	ELA coach will schedule, implement and conduct 4th round of coaching cycles.

## Mathematics

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

17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile:

PHES-Growth	Baseline 17-18 ELA PI	Baseline 17-18 MGP
ALL	86	43.9
Asian	151.5	48.7
Black	75.8	43.8
ED	68.2	43.5
ELL	82.1	50.3
Hispanic	72.5	41.6
Multiracial	84	44.3
SWD	12.2	48.7
White	87.5	45

**B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

By June 2020, Pine Hills Elementary School will increase Median Growth Percentile (MGP) for all subgroups to the 50th percentile and the Math Academic Achievement (Performance Index) from:  
 Asian- PI 151.5 to 170.3  
 Economically Disadvantaged- PI 68.2 to 71.5  
 Hispanic- PI 72.5 to 85.8  
 Students with Disabilities- PI 12.2 to 34  
 Multi-Racial- 84 to 89.5

**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.**

Pine Hills Elementary School staff need training and opportunities to analyze multiple math data points and draw connections to rigor of instruction aligned to the language of the Next Gen standards and key mathematical practices.

### **D1. Action Plan - August 2019 through January 2020**

**D2. Start Date: Identify the projected start date for each activity.**

**D3. End Date: Identify the projected end date for each activity.**

**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.**

#### Standards Progression

August 2019	August 2019	Building Leaders will identify priority standards from math benchmark assessments and NWEA, grades 3-5 NYS assessment results to identify unfinished learning, allowing teachers to demonstrate coherences of the math standards progression.
September 2019	September 2019	Building Leaders will communicate the priority standards that demonstrate unfinished learning to teachers and develop standards/skills focus for RtI instruction in math, focusing feedback on the coherence.
September 2019	November 2019	Teachers will receive opportunities to analyze vertical alignment between grade levels to identify gaps and look for the needs of priority standards.
September 2019	December 2019	Walkthroughs completed by administrators will focus on the language of the standards and whether observed task/instruction aligns to the language in the standards, building on foundational skills (coherence).

December 2019	December 2019	District math and ELA directors will write up blurbs about important notes of standards progression, priorities/content covered in the first two quarters and this will be included quarterly parent newsletter.
<b>Integration of Math routines aligned to Prioritized Standards</b>		
September 2019	December 2019	Math coaches will provide professional development focused on Dreambox, math routines (example: counting collections) to support standards/skills in core instruction (first 5-7 mins).
October 2019	December 2019	Administrators will complete walkthroughs to see number routines at the beginning of math core instruction and lookfor standards alignment in RTI/flex grouping.
October 2019	December 2019	Administrators will share out weekly trends in walkthroughs based on fidelity and lookfors to staff in the 'Week in Preview' weekly newsletter and review in monthly principal PD.
October 2019	December 2019	First round of mathematics coaching cycles with individual teachers will begin.
December 2019	December 2019	Second round of mathematics coaching cycles with individual teachers will begin.
September 2019	December 2019	All classroom teachers will build in use of dreambox during weekly math RtI when flexible RtI groupings are taking place.
September 2019	September 2019	During the 'Meet the Teacher' family event each teacher will share a math routine that families can easily practice at home.
<b>Data Analysis</b>		
October 2019	December 2019	Data Triangulation meetings for each grade level with focus on priority standard rigorous instruction. (extend 2 Data Teaming meetings).
October 2019	May 2010	Students will track their NWEA math and formative assessment data in their leadership notebooks at least 3 times a year. Teachers will communicate NWEA goals to students for this tracking.
October 2019	December 2019	All classroom staff will complete 1 inter-visitation of a colleague (best practice share out embedded in faculty meeting).
October 2019	December 2019	Teachers in grades 2 and 5 will use the data from weekly NWEA checklists to provide differentiated practice during Math RtI blocks each week.
October 2019	November 2019	NWEA Training for Staff to understand student goal setting within NWEA, time to analyze data and plan for instruction by grade level.
November 2019	November 2019	Prior to administration of winter NWEA students will reflect on learning and share their findings through student-led conferences.
September 2019	December 2019	Teachers in grades 1, 2 & 5 will engage in weekly data teaming aligned to the priority standards and student performance on pre-test, check-points and post-test (include introduction to anticipatory set from standards conference).
November 2019	November 2019	During student-led conferences students will present their families with their current level of performance and what they will be working on for the remainder of the year to grow and develop.
<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- Fall and 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> 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.
<b>Standards Progression</b>		
January 2020	March 2020	Teachers will receive opportunities to analyze vertical alignment between grade levels to identify gaps and look for the needs of priority standards.

January 2020	June 2020	Grades 2 and 5 will pilot use of NWEA math weekly checklist aligned to skills necessary for students to master the priority standards for each unit and aligned to curriculum map by week.
September 2019	December 2019	Walkthroughs completed by administrators will focus on the language of the standards and whether observed task/instruction aligns to the language in the standards, building on foundational skills
October 2019	December 2019	Quarterly parent newsletter will include important notes of standard progression, priorities/content covered in the first quarter.
January 2020	May 2020	Building leaders will create a schedule for Vertical Alignment meetings. Grade levels will analyze data points of priority standards for standards with demonstrated gap in student performance on Winter NWEA.
<b>Integration of Rigorous Instructional Practices Built on Scaffolding Strategies</b>		
January 2020	May 2020	Administrators will complete walkthroughs to see rigor with intentional scaffolding strategies math core instruction and lookfor standards alignment in RTI/ flex grouping.
January 2020	May 2020	Administrators will share out weekly trends in walkthroughs to staff in the 'Week in Preview' weekly newsletter and review in monthly principal PD.
February 2020	April 2020	Math coaches will begin third round of mathematics coaching cycles with individual teachers.
April 2020	June 2020	Math coaches will begin Fourth round of mathematics coaching cycles with individual teachers.
January 2020	May 2020	Math coach will continue to provide PD to support the Online Platform Dreambox to implement program and use effectively in each grade level, with a focus on rigorous grade level core instruction.
January 2020	June 2020	All classroom staff will complete 1 inter-visitation of a colleague (best practice share out embedded in faculty meeting).
<b>Data Analysis</b>		
January 2020	May 2020	Building Leaders will lead data Triangulation meetings for each grade level with focus on priority standard rigorous instruction. (extend 2 Data Teaming meetings).
January 2020	May 2020	Students will track their NWEA math and formative assessment data in their leadership notebooks at least 3 times a year.
January 2020	June 2020	Teachers in grades 2 and 5 will use the data from NWEA checklists to provide differentiated practice during Math RtI blocks each week.
January 2020	June 2020	Teachers will engage in weekly data teaming aligned to the priority standards and student performance on pre-test, check-points and post-test.
January 2020	February 2020	All students will engage in student-led conferences with their teachers about their progress in math and the areas that they will work to improve going into the spring (emphasis on priority standards).
January 2020	March 2020	Instructional Leaders will work with teachers to triangulate data and RtI Groupings based on Winter NWEA assessments and District Benchmark results.
January 2020	May 2020	As a component of the data teaming process facilitators will run staff through an 'anticipatory guide' for teaching the next skill/standard (from standards conference).

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data:</b> Provide the most recently available information.	During the 2017-2018 academic year achieved 76% proficiency on the New York State 4th grade science exam.
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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>	By June 2020 Pine Hills Elementary School will integrate at least 1 FOSS unit for each quarter based on district-level guidance. PHES will increase proficiency from 76% to 81%
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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>	Teachers at Pine Hills Elementary School have not begun the transition to the Next Generation science standards. Additionally, we are transitioning to a hands-on inquiry based science curriculum in grades 4-5.
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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.
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**Support in implementation of the Next Gen Standards and Science Curriculum**

September 2019	December 2019	Teachers will engage in district-guided professional development, related to implementation of FOSS units and aligned labs.
September 2019	December 2019	Building leaders will develop a timeline for implementation of units for grades 4-5.
September 2019	December 2019	Foster implementation of district developed required units in fall semester for grades 2-3 supported by math coach.
November 2019	December 2019	Collaboration with St. Rose to embed STEM related learning in classrooms.

<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>	Assessment results from FOSS Units
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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.
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**Support in implementation of the Next Gen Standards and Science Curriculum**

January 2020	May 2020	Teachers will engage in district led professional development related to implementation of FOSS units and aligned labs.
January 2020	May 2020	Math coach will support the implementation of district developed required units in spring semester for grades 2-3.

## Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>	The question that Pine Hills Elementary School has identified to improve its results from the 2018-19 to the 2019-20 school year is: Question #69: The Staff survey states that student behavior does not interfere with instruction. Question #77: Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties. Survey Question 39: (Families) is 46% of families strongly agree or agree that student behavior does not interfere with instruction.
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<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>	Based on the 2018-19 DTSDE survey data, the baseline data for the certain survey questions, the staff and families strongly disagree. Question 69 is 21.3% strongly agree or agree that student behavior does not interfere with instruction (staff) Question #77 is 48.9% of staff strongly agree or agree that our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties. Question #39 (Families) is 46% of families strongly agree or agree that student behavior does not interfere with instruction.
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<b>B1. SCEP Goal for Survey Question</b>	By June 2020, Pine Hills Elementary School will increase the percentage of (list stakeholder group students/parents/staff) strongly agreeing and agreeing by 15% for the: Survey Question #69: (Staff) Survey Question #77: (Staff) Survey Question #39: (Families)
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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>	There is a need to be a clear, concise, data driven plan for student behavior. Student support staff need the tools, systems, and resources to provide behavioral support for students with high risk behavior. Staff need training on how to use de-escalation strategies for students who are not at a behavioral baseline.
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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.
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**Build systems that support two-way communication around recidivism between SST and Teaching Staff**

July 2019	September 2019	Student support will rework the Reset Room Suite so that therapeutic resources are divided equally among the school. Possibly 1 hall monitor on each floor, and an additional staff member to help move students from one area to another.
August 2019	September 2019	Building Leaders will develop a system for the VADIRS - student return system (Some schools look at the VADIRS). Students complete a ticket to return to the classroom. Student needs to check off what occurred in ISS. (Called home, completed reflection sheet, completed a piece of work).
September 2019	October 2019	SST team & BLT will work together to explain to staff all the resources (flow chart, point sheet, and individualized plans, BSP, CICO, SAIG) situations that occur in the Reset Room area. Point sheet data will be shared with faculty to analyze and determine subsequent actions.

September 2019	December 2019	The SST team will meet weekly to assess the data available about classroom send outs and do a course correction as necessary to address the trends taking place in the building.
September 2019	December 2019	Teachers will receive ongoing support and feedback around their use of the 2-way communication system and fidelity to daily point sheets, adherence to individualized plans.
October 2019	December 2019	Building Leaders will share out building-wide behavioral data with all staff and provide a space to discuss next steps.
<b>Increase student proactive teaching/engagement around student behavior (PBIS integration with Leadership)</b>		
September 2019	October 2019	Classroom teachers will create a reset room work folder so that work can be accessible and includes restorative reflection.
September 2019	December 2019	Building leaders will present the data to staff during staff meetings of the survey indicators around behavior impacting instruction from students. (Teachers will better understand the systems and procedures that are in place for our chronic offenders, so that behavior does not interfere with instruction).
September 2019	December 2019	We will synergize as a school community every Monday morning to start the week, in a full staff and student assembly.
September 2019	October 2019	Lighthouse Team will introduce Leadership Pacing Maps in which Second Step will be integrated into Tier 1 Classroom Plan.
October 2019	December 2019	Current classrooms will be tiered based on behavioral data. (Buddy classrooms with SST Member) Behavior specialist will support in these classrooms to provide additional resources.
October 2019	December 2019	Classrooms whom have been identified as needing more support will complete the TARGETED Tier 1 Classroom Plan.
<b>Teachers will gain meaningful professional development around intervention in student behavior</b>		
September 2019	December 2019	Teachers will receive training in de-escalation strategies through TCIS Training - Teacher PD day.
September 2019	December 2019	Members of the students support team will actively utilize restorative practices to resolve student conflict/when re-entering a student to the classroom after removal.
September 2019	December 2019	Behavior specialist will push-in to classrooms to model social-emotional lessons and supports.
September 2019	December 2019	Lighthouse Leadership Team will continue Leader in Me Boosters around the 7 Habits and instructional strategies to build student voice and efficacy.
October 2019	December 2019	Staff book study - School Talk to explore how we think about our students and how this impacts our actions.
<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 Data form 2018-19 to 2019-20
<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.
<b>Build systems that support two-way communication around recidivism between SST and Teaching Staff</b>		
January 2020	June 2020	The SST team will meet weekly to assess the data available about classroom send outs and do a course correction as necessary to address the trends taking place in the building.
January 2020	June 2020	Teachers will receive ongoing support and feedback around their use of the 2-way communication system and fidelity to daily point sheets, adherence to individualized plans and use of de-escalation strategies.
January 2020	June 2020	Building Leaders will share out building-wide behavioral data with all staff and provide a space to discuss next steps.

<b>Increase student proactive teaching/engagement around student behavior (PBIS integration with Leadership)</b>		
January 2020	June 2020	Building Leaders will present the data of the survey indicators around behavior impacting instruction from students to staff. (Teachers will better understand the systems and procedures that are in place for our chronic offenders, so that behavior does not interfere with instruction).
January 2020	June 2020	The entire school community will synergize as a school community every Monday morning to start the week, in a full staff and student assembly.
January 2020	June 2020	Current classrooms will be tiered based on behavioral data. (Buddy classrooms with SST Member) Behavior specialist will support in these classrooms to provide additional resources.
January 2020	June 2020	Classrooms whom have been identified as needing more support will complete the TARGETED Tier 1 Classroom Plan.
<b>Teachers will gain meaningful professional development around intervention in student behavior</b>		
January 2020	June 2020	Teachers will receive training in de-escalation strategies through TCIS Training - Teacher PD day.
January 2020	June 2020	Members of the students support team will actively utilize restorative practices to resolve student conflict/when re-entering a student to the classroom after removal.
January 2020	June 2020	Behavior specialist will push-in to classrooms to model social-emotional lessons and supports.
January 2020	May 2020	Staff book study- School Talk to explore how we think about our students and how this impacts our actions.
January 2020	May 2020	Lighthouse Leadership Team will continue Leader in Me Boosters around the 7 Habits and instructional strategies to build student voice and efficacy.



### Chronic Absenteeism or School-Selected Indicator

**A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.**

17-18 Chronic Absenteeism - All students - 22.7  
Economically Disadvantaged - 26.2  
Hispanic- 40.5

**B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)**

By June 2020 we will decrease Chronic Absenteeism for the following subgroups:  
All students - 14.2  
Economically Disadvantaged- 19.3  
Hispanic- 19.2

**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.**

Pine Hills lacks a systems for families who are chronically absent. The school lacks procedures and policy for ensuring interventions and supports for chronically absent students.

**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.
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**Building-wide Attendance Focus**

August 2019	August 2019	Building leaders will identify 2018-2019 students identified as chronically absent and identify factors that contribute to the CA.
August 2019	September 2019	Attendance committee will develop a plan for proactively addressing students at risk of chronic absenteeism and communicate staff responsibilities.
September 2019	September 2019	Administrators will communicate the plan to staff, highlighting their roles and responsibilities in intervention.
August 2019	September 2019	Attendance Committee will identify a primary attendance liaison and one for intermediate grades.
September 2019	December 2019	School wide assembly for the Wildly Important Goal (WIG) attendance (revisited monthly).
September 2019	October 2019	First MTSS meeting will be used to review Tier 3 attendance students to develop or review attendance intervention plans and have these available for the attendance committee's first meeting in September.
August 2019	August 2019	PBIS committee will revisit PBIS matrix to include attendance action steps and responsibility.
September 2019	December 2019	All students will track their daily attendance in leadership notebooks with the goal of no more than 4 absences total for the year.
January 2020	June 2020	Teachers will make a phone call after 3rd absence to stress the importance of daily attendance and to check-in about concerns.

**Parent Outreach and Communication**

July 2019	September 2019	Team members (Principal, Assistant Principal, Social Worker and/or members from the Attendance Committee) will conduct home visits for those students identified in the 2018-19 school year.
October 2019	December 2019	Building leaders will include attendance goal and progress towards the goal in the quarterly parent newsletter.
July 2019	September 2019	Staff members engaging in home visits will be trained using materials from the Flamboyant Foundation.
September 2019	September 2019	During parent events building leaders and teachers will sign parents up for SNN. Building leaders will send a daily SNN sent with the day's attendance rate.
September 2019	September 2019	Introduce attendance policy and WIG (Wildly Important Goal) to families at the Meet the Teacher Night. Invite attendance teacher to speak to families. Laptops set up for families to sign up for SNN to receive attendance announcements.

October 2019	December 2019	Building Leadership Team will recognize monthly perfect attendance at Leadership Assemblies.
September 2019	December 2019	Front office staff will mail out 5, 10, 15 days absent letters, per district policy.
<b>Attendance Committee Response</b>		
September 2019	September 2019	Restructure attendance committee- identifying grade level liaison and inclusion of attendance teacher bi-weekly instead of monthly.
September 2019	December 2019	The Principal will conference with guardian/families for those non medical absences after 4 days.
September 2019	December 2019	Schedule follow-up conferences and home visits with grade level liaison each week based on attendance data from the week.
September 2019	December 2019	Share best practices with other schools in the district.
<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 Data by subgroup from 2018-19 to 2019-20
<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.
<b>Building-wide Attendance Focus</b>		
January 2020	June 2020	Maintain a list of students approaching chronic absenteeism rate.
January 2020	June 2020	School wide assembly for the WIG attendance (revisited monthly).
January 2020	June 2020	Attendance committee will continue to evaluate which students need attendance plans based on weekly attendance data.
January 2020	June 2020	All students will track their daily attendance in leadership notebooks with the goal of no more than 4 absences total for the year.
January 2020	June 2020	Teachers will make a phone call after 3rd absence to stress the importance of daily attendance and to check-in about concerns.
<b>Parent Outreach and Communication</b>		
January 2020	June 2020	Team members (Principal, Assistant Principal, Social Worker and/or members from the Attendance Committee) will conduct home visits for those students identified in the first half of 2019-2020 academic year.
January 2020	June 2020	Building leaders will include attendance goal and progress towards the goal in the quarterly parent newsletter.
January 2020	June 2020	During parent events building leaders and teachers will sign parents up for SNN. Building leaders will send a daily SNN sent with the day's attendance rate.
January 2020	June 2020	Building Leadership Team will recognize monthly perfect attendance at Leadership Assemblies.
January 2020	June 2020	Front office staff will mail out 5, 10, 15 days absent letters, per district policy.
<b>Attendance Committee Response</b>		
January 2020	June 2020	The Principal will conference with guardian/families for those non medical absences after 4 days.
January 2020	June 2020	Schedule follow-up conferences and home visits with grade level liaison each week based on attendance data from the week.
January 2020	June 2020	Maintain a list of students approaching chronic absenteeism rate and share with MTSS for development of attendance intervention plan.