



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Newburgh Enlarged City School District	Gidney Avenue Memorial School	K-5

Collaboratively Developed By:

The GAMS School Leadership Team SCEP Development Team:

Robert Glowacki, Principal
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Angela Griffin, General Education Teacher
Hilda Santana, General Education Teacher
Carolyn Evans, Teaching Assistant
Katherine Stoll, Parent
Elizabeth Black, Parent
Jasmine Hawkins, PTO President

And in partnership with the staff, students, and families of Gidney Avenue Memorial School.

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to increasing the reading proficiency of all students.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> ● We believe as a school that our students will increase the reading proficiency through rigorous common curriculum experiences that include: <ul style="list-style-type: none"> ○ Whole group instruction (Arc Core) ○ Explicit/Direct Instruction (Tool Kits) ○ Small group instruction (Tool Kits/Leveled Library) ○ One to one teacher-student conferences (IRLA/ ENIL) ○ Phonics Program (K-1) Heggerty Phonemic Awareness Curricula & Bridge (2-5) ○ Monitor & Check for student engagement in School Pace move to 4 ○ Community Readers -Literacy Volunteer ○ Buddy Teachers (K Classrooms) ○ Common Assessments ○ Culturally Responsive Materials to help form connections to our students personal lives <p>Students shared in interviews in Spring 2023:</p> <p>Overall students expressed their satisfaction with the school and their joy in attending GAMS. The students made it clear that they love reading and enjoy being challenged by their teachers, even when it is difficult for them. Students expressed the lack of proper books they have in their homes, because the books are not on their level. The students shared that they love coming to the evening events that were hosted by the Parent Engagement Team.</p> <ul style="list-style-type: none"> ● From our Teachers SCEP Spring Survey,2023: <ul style="list-style-type: none"> ○ I provide student choice so they can show their learning, 91.4% ○ I meet with students on a regular basis to talk about their progress, 97.1% ○ I provide “glows and grows” on student work, 75.7%

Commitment 1

- Students SCEP Survey Spring 2023:
 - The teacher gives me choices in how I can show my learning 87.7%, which is a 2.2% increase from the Winter Student Survey (85.6%)
 - I can make connections with what I am learning outside of school, 79%, a 15.6 increase from the Winter Student survey (63.4%)
 - I talk to my teacher about my power goal, 73.4%, a 1.4 increase from the Winter Student Survey (72%)
 - My teacher gives me “glows and grows” on my work, 72.9% a 4.8 increase from the Winter Student Survey (68.1%)
 - My teacher meet with me and tell me how I can do better, 86.5%, 6.6 increase from the Winter Student Survey (79.9%)
 - Someone from my family has attended at least one school event, 83.1%, a 5.8 increase from the Winter Student Survey (77.3%)

- Parents SCEP Survey Spring 2023:
 - I have attended at least one school activity either in person or virtual, 90% a 15% increase from the Winter Parent Survey (75%)
 - My child has shared with me what their power goal is, 76.4% a 9 % increase from the Winter Parent Survey (67.4%)
 - My child has shared work that contains “glows and grows” feedback, 65.7%, a 8.9 % increase from the Winter Parent Survey (56.8%)
 - I am informed on a regular basis about how my child is doing school, 81.4%, a 1.9% decrease from the Winter Parent Survey (83.3%)

- Based on various data points that measure student achievement our classes are working at a wide range of achievement levels:
 - Through our Spring 2023 IRLA data analysis, students are 32.9% are on target for IRLA level reading (171/520 students in the school)
 - Through our Spring 2023 ENIL data analysis, students are 28% are on target for on level reading (30/106) students in the school)

Commitment 1

	<ul style="list-style-type: none"> ○ Conferencing with students at the end of June 2023, 61.5% (314 students conference with the teacher within 15.7 days)
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Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> -Walkthrough data focusing on Student Engagement, Small Group Instruction, One on One Conferences, Learning Targets -Lesson plan (collection and revision) -End Of Year IReady -IRLA/ENIL Data -Teacher/Student/Parent Survey 	<ul style="list-style-type: none"> - an increase of Common strategies used across classrooms, especially when teaching reading and reading skills & strategies - 100% of Lesson plans include standard, I can statement, teacher do, students do, assessment, and/or debrief -an additional 20% of students performing at or above reading grade level (IRLA) -an additional 20% of the students performing at or above reading grade level (ENIL) - an additional 20% of the students performing at or above reading proficiency level (IReady Reading Diagnostic) - an additional 20% of the students performing at or above math proficiency level (IReady Math Diagnostic). 	

Commitment 1

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1. My teacher gives me choices in how I can show my learning. 2. I can make connections with what I am learning outside of school. 3. I talk to my teacher about my power goal. 4. My teacher gives me "glows" and "grows" on my work. 5. My teachers meet with me and tell me how I can do better. 	<p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p>	
Staff Survey	<ol style="list-style-type: none"> 1. I provide student choice so they can show me their learning. 2. I meet with students on a regular basis to talk about their progress. 3. I provide "glows" and "grows" on student work. 	<p>100% Strongly agree</p> <p>100% Strongly agree</p> <p>100% Strongly agree</p>	
Family Survey	<ol style="list-style-type: none"> 1. During this school year, my son/daughter has shared with me what their reading power goal is. 2. My son/daughter has shared work that contains "glows" and "grows" feedback. 3. I am informed on a regular basis about how my child is doing in school. 	<p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p> <p>95% Strongly agree 5% not sure</p>	

Commitment 1

	4. I have attended at least one school activity either in person or virtual. (ex. parent meeting, PTO event).	95% Strongly agree 5% not sure	
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Commitment 1

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Walkthrough data focusing on Student Engagement, Small Group Instruction, One on One Conferences, Learning Targets	85% Teachers are providing students Glows and Grow -The survey data will provide positive feedback to ensure that the school is on the proper course. If changes are necessary the school will make those changes. (Students/Teachers/Parents)- Each will provide positive feedback in the questions	
	Surveys (Students/ Teachers/ Parent)	35% of the students will be performing at or above grade level (Math)	
		35% of the students will be performing at or above grade level (Reading)	
	Mid-Year Iready Reading & Math data	45% of the students will be performing at or above grade level (IRLA)	
	Mid-Year IRLA/ENIL data	40% of the students will be performing at or above (ENILI)	
	-Lesson plan (collection and revision)	85% of teacher will demonstrate use of standards, I can statements, Teacher does, Student does	

Commitment 1

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	<ul style="list-style-type: none"> -Reading Level (IRLA/ENIL) Data -Power Goal Data -Levels Check Data -Conferencing Rate Data -Reading Log Data 	<ul style="list-style-type: none"> - 20% of students will increase reading level IRLA from the end of 2022/2023 school year - 20% of students will increase reading level ENIL from the end of 2022/2023 school year - 20 % of the students will increase reading proficiency IReady Reading - 20 % of the students will increase reading proficiency IReady Math - One levels check (IRLA) - One-to one conferences within 14 day period per student - Books read and entered in the book log (Grades 3, 4, 5) 	

Commitment 1

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>-Bi-weekly one-to-one conferences with each student in the class about their Power Goal. -Small Reading Group (Tool Kits) Whole Group/</p>	<ul style="list-style-type: none"> - PLC meetings (grade level team meetings) - Reflective conversations about students growth - Teachers plan and assess student small group instruction (IRLA/ENIL Tool Kits) - Teacher plans and facilitates whole group learning (ARC Core) - Communicate with parents regarding the topics learned, student progress (Progress Reports, Report Cards, Class Dojo messages,...) - Administration will provide students with folders to track reading logs and Power Goal. 	
<p>Student Behaviors and Practices</p>	<p>-Read 30 minutes daily in school & home -Keep track of reading log - Reflective conversations on the the progress to meeting their Power Goals</p>	<p>-Students are provided with leveled library books to take home throughout the year -Students are provided with thematic leveled libraries in their classrooms -Students keep track of their reading logs (Grades 3,4,5) -Students keep track of their Power Goal</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Structured Grade Level Teacher collaboration that emphasizes sharing student reading/math progress and strategies for improving student feedback</p>	<ul style="list-style-type: none"> ● Structured Professional Development (ARC Core/ Math) ● PLC - Grade Level meetings (1 x 6 day cycle) ● Professional Development & Meetings with Instructional Coach ● One on One Conferences on progress on meeting their PowerI Goal 	<ul style="list-style-type: none"> ● Reading and Math Core supplies
<p>Continue to implement school wide assessment, stakeholders surveys, Student Advisory committee</p>	<ul style="list-style-type: none"> ● Beginning, Middle, End of the Year: IRLA/ENIL Reading Leveling & Engagement monitoring, Iready Reading & Math Math Diagnostics Assessments ● Student, parent, teacher surveys- 3 times a year ● Student Advisory Committee - Monthly meetings and Interviews 	<ul style="list-style-type: none"> ● director of ELA and Math support ● survey materials and files ● scheduling of committee meetings
<p>Implementation of Reading/ Math Instructional Coach</p>	<ul style="list-style-type: none"> ● Working on small group instruction ● Teacher intervisitions to view the small group instruction in progress ● Discussions on interventions, reading and math strategies to improve student achievement for our Hispanic and Black or African American Students 	<ul style="list-style-type: none"> ● SIG Funds ● Purchase a Leveled Library that is culturally responsive
<p>Principal Monitoring</p>	<ul style="list-style-type: none"> ● During walk throughs in the first half of the year, the principal will look for small group instruction, one to one conferences, Learning targets posted, movement and sensory based instruction, manipulatives used during instruction, conversation ● During walkthroughs in the second half of the year, the principal will look 	<ul style="list-style-type: none"> ● scheduling of walkthroughs and PLC meetings

Commitment 1

	<p>for ways that new curricular materials will be used in the classroom, provide feedback related to culturally responsive materials used in the classroom</p> <ul style="list-style-type: none"> ● During PLC, the principal will discuss student data to review assessments, surveys, and student progress in Reading as measured by IRLA/ENIL. 	
<p>Implementation of intentional, Small group instruction</p>	<ul style="list-style-type: none"> ● Students will receive small group instruction, tailored to meet the specific reading and math levels of each student- scheduled in class ● Continue to use IRLA/ENIL American Reading Company, ARC Core, Math-daily ● One to one conferencing- 1 every 14 days ● AIS instruction (Tier 2 & 3) based on need and data ● Buddy Readers - each class will have a Buddy Classroom to reach to each other Bi Weekly. 	
<p>Data Analysis Expectations</p>	<ul style="list-style-type: none"> ● Creation of a Data Analysis Team to help lead the work in identifying barriers that exist for student learning. ● Creation of standard driven student plans by each teacher ● Common Assessments data analysis for both reading and math by all subgroups. 	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to providing feedback to students based on their progress for their math glow.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We know that our students need to take ownership of their learning and have an understanding of their strengths and areas in need of improvement.</p> <p>The 2023 end of year survey results showed that only 65.7% of parents saw student work that contained glows and grow feedback from the teacher. Having knowledge of their child’s performance, parents can have more of an opportunity to be partners in the learning process.</p> <p>The survey results showed that 72.9% of students received feedback on their work. Students who receive individualized feedback on work will have the opportunity to reflect on their learning and adjust according to their academic needs.</p> <p>In the spring of 2023, the question, how do you know you are making progress or not at school was posed during student interviews. The interviews revealed that only two students specified how their teacher provided feedback.</p> <ul style="list-style-type: none"> - “Our teacher says if we’re doing good and specific things we need to work on.” - “Check marks on my work for a good job or x on my work if it’s a bad job.”

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Teacher, student, parent surveys and student interviews	An increase of 10% from all stakeholders per question from the 2022/2023 school year, more responses that reflect student growth based on feedback from teachers	
	i-Ready math diagnostic results by all subgroups	50% of students performing at or above grade level on math diagnostic iready	
	i-Ready math lessons passing rate percentages by by subgroups	80% of students scoring passing each i-Ready math lessons	
	Walkthrough data Student Engagement, Small Group Instruction, One on One Conferences, Learning Targets	an increase of student passing rate on common assessments by subgroups.	
	Common unit assessments data analysis by subgroups	Common glows and grows language when providing feedback will be horizontally and vertically aligned throughout the building. Students will be receiving an increased level of feedback based on their performance.	

Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	My teacher gives me “glows” and “grows” on my work.	100% yes	
Staff Survey	I provide “glows” and “grows” on student work.	100% yes	
Family Survey	My son/daughter has shared work that contains “glows” and “grows” feedback.	100% yes	

Commitment 2

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ol style="list-style-type: none"> 1. - Teacher, student, and parent surveys 2. - i-Ready math diagnostic results by all subgroups 3. - i-Ready math lessons passing rate percentages by by subgroups 4. - Walkthrough data 5. - Common unit assessments 6. - Student interviews 	<ol style="list-style-type: none"> 1. - More responses that reflect student growth based on feedback from teachers 2. - 40% of students performing at or above grade level on math diagnostic 3. - 70% of students scoring 100 on i-Ready math lessons 4. - Common glows and grows language when providing feedback 5. - Use the common unit assessments as a measure together with checklists. Use it as a pre-assessment to provide glows and grow feedback. Continue the feedback throughout the learning process and then give the assessment again at the end of the unit to measure student success in their areas of improvement (grows) 	

Commitment 2

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Student surveys	An increase of students identify that they are sharing glows and grows with parents	
	Student interviews	Students identify how glows and grows are helping them to make progress in school or not	
	i-Ready math BOY or MOY diagnostic results by subgroups	-20% Increase in scores on i-Ready diagnostic from BOY to MOY	
	Fall common unit assessment scores by subgroups	Increase in scores on common unit assessments (from pre-assessment to post)	
Adult/Schoolwide Behaviors and Practices	Walkthrough data	An increase is small group instruction targeting students areas of improvement (grows)	
	Common language of glows and grows for feedback	Teachers using glows and grows checklist	

Commitment 2

Student Behaviors and Practices	Students identifying their personal glows and grows	90% of students can clearly state a glow and grow from their math instruction throughout the course of each trimester	
	Students taking ownership of their learning in math	Comments from students indicating an increase in a sense of ownership and increased engagement in math lessons	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish Student Feedback Expectations	<ul style="list-style-type: none"> - create school wide expectations for student feedback in the manner of “glows and grows” - communicate how this will be monitored - conduct walkthroughs and/or student review of work - provide professional development as needed 	
Math Conferences that occur 4 times a year based off of the checklists that were developed in the 2020-2021 school year and started to be implemented in the 2022-2023 school year.	<ul style="list-style-type: none"> -establish protocols and expectations for student conferencing in math -develop and communicate how expectations will be monitored and supported - teachers will meet with students one-on-one to discuss and reflect on academic needs in math. The discussion should be based around the checklist completed by the teacher. 	- Printed checklists for all classrooms
Students will be provided with glows and grow for	- Work in small groups on targeted areas for improvement (grow)	- Explicit examples of what glows and grows

Commitment 2

math.	-Iready lessons in areas of need	should look like and sound like in the classroom
Data analysis of common assessments	- Pre-common assessments should have glows and grow on them. Students and teachers should use the glows and grows to reflect on learning during targeted small group and whole group instruction in order to see growth on the end of unit common assessments.	- Common assessments printed for all classrooms (pre and post)
Instructional Coaching Cycles	-Instructional coach will engage in implementing instructional coaching cycles that include modeling, side-by-side coaching, team teaching and classroom visitation. -Instructional coach will provide professional development during PLCs and Staff meetings that support instructional strategies and feedback to students.	-SIG funds for coach
Walkthroughs	- Targeted small group instruction - Use of glows and grows language - Use of checklists - Students identifying their math glows and grows	- Teachers should receive glows and grows from administration

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to strengthening our home-school relationships that fully support all of our scholars.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The Gidney Avenue Memorial School strives to create a learning environment that is welcoming and affirming, while fostering high expectations through rigorous student-centered instruction. Our success is attributed to high quality instruction, a culturally responsive rigorous curriculum and strong family partnerships. We believe that our families are a central part of our scholar’s learning experiences, therefore we look to foster and strengthen strong and trusting family relationships.</p> <p>We believe that:</p> <ul style="list-style-type: none"> - families are valuable members and are partners in the learning process. - all stakeholders need to be on the same page - we must share with our parents the knowledge and skills to support their children at home with school. - parents should be part of the fabric of the school in all classrooms. - Project Based Learning is proven to increase student engagement as well student achievement by inviting parents into the classrooms to assist, aid, and view completed activities and presentations, and projects.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> - parent surveys, -security log in for visitors, -count of parents at activities 	<ul style="list-style-type: none"> - an increase in participation from last year - students recalling their parents presence at events in interview responses 	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ul style="list-style-type: none"> - Someone in my family has attended at least one school event. 	100% agree	
Staff Survey	<ul style="list-style-type: none"> - I have offered parents an opportunity to come into the classroom to view or participate in an activity. 	100% agree	
Family Survey	<ul style="list-style-type: none"> - I have attended at least one school activity either in person, for example a parent meeting or a PTO event. 	100% agree	

Commitment 3

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> - logs from teacher-parent conferences after the first marking period -Progress reports signed and returned - 	<ul style="list-style-type: none"> - 85% of parents attended. 	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	-Student surveys	<ul style="list-style-type: none"> -80% Students identify that they are sharing glows and grows, and power goals with parents. - 80% Students identify that parents have attended at least one event at school. 	
Adult/Schoolwide Behaviors and Practices	-Parent surveys	<ul style="list-style-type: none"> -80%Teachers invite parents to activities. - 90% Teachers send copies of project guidelines home for parents to sign. - Students with agendas share with parents and have parents sign then teachers check. 	
Student Behaviors and Practices	-Student attendance	-Decrease student absenteeism to 20%	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of a Student Advisory	<ul style="list-style-type: none"> -Planning a consistent meeting time and creating tasks for the representatives to share and collect information. -Students representatives introduce assemblies from the school level to grade level to the class level. 	Administrators and teachers
Culminating Unit celebrations for 50% of all Units per Teacher for ELA	-Culminating units may involve project based learning, parents invited to the presentations.	Teachers -Space available eg- courtyard-cafeteria, active learning space.
Writing Night	-various writing activities involving parents and students working together	cafeteria
SEL Night	<ul style="list-style-type: none"> -Activities for students and a chance for parents to be introduced to services available through the school -Also for SEL the value of the month breakfast with parents and recipients. -Possibly include outside organizations that offer services that may be of value to the parents. - Staff available to respond individually to parents and answer questions related to data, report cards, attendance and IEPs. 	
Math Night	-Interactive games and projects where parents are partnered with their child, that are teaching the parents the skills we are teaching their child.	
Teach parents about Chronic Absenteeism	<ul style="list-style-type: none"> -SEL team members follow up through phone calls, request conferences, - Second Cup of Coffee - Attendance Letters get sent home - Home visits get conducted - Connect Families with Communities Partners to help get resources for families 	

Commitment 3

<p>Parents will be invited into school to bring their child to their classroom during the first three days of school.</p>	<ul style="list-style-type: none"> -Parents are aware of the activity and it is spread out so that not all grades are inviting parents on the same day. -Parents receive a letter from teachers introducing themselves. 	
<p>Inform parents about Literacy</p>	<ul style="list-style-type: none"> -Provide parents with reading list -Support families in joining the library -Show parents online resources to support reading. -Monthly IReady reading and IRLA reports sent home. 	

COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to providing consistent leadership and continuity for our faculty, students and families.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Consistent leadership and continuity allows for systems and structures to be in place. This opens doors for continuous improvement supporting the instructional program at Gidney Avenue. Improvement plans can be carried out across school academic years, rather than be confined to one academic year. This commitment was developed as a result of listening to others, as it became apparent there is a lack of trust among all stakeholders because of administration turnover in the last ten years. In addition, based on the Tenet 1 needs assessments, it was determined that most to all of the systems are partially implemented not fully implemented.</p> <p>Based on the data we have reviewed, this commitment leads towards our school improvement plan. Over the last ten years, we have had more ones and twos in state assessments on ELA and Math than threes and fours.</p> <p>Through interviews and relationship building with all stakeholders, leadership has learned that stakeholders are more used to change than consistency. Throughout the 2022-2023 school year, there was an apparent fear for an administration turnaround which was met with multiple questionings in regards to whether current administration were returning.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Reading Data Math Data Staff Attendance Student Attendance Discipline Data Parent Involvement	Increase of students reading on grade level by 120 students. Decrease Chronic Absenteeism by 20% Decrease in Discipline Referrals and Out of School Suspensions by 20% Increase of Parent Involvement by 20 %	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	My Principal and/or Assistant Principal helps me. My Principal and/or Assistant Principal are visible throughout the building.	90% agree or strongly agree	
Staff Survey	My Principal and Assistant Principal are visible in the building. My Principal and Assistant Principal are accessible. My Principal and Assistant Principal are helpful.	90 % agree or strongly agree	
Family Survey	My Principal and Assistant Principal resolve issues. My Principal and Assistant Principal respond to questions. My principal and Assistant Principal care about my students.	90 % agree or strongly agree	

Commitment 4

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Reading Data Math Data Staff Attendance Student Attendance Discipline Data Parent Involvement	-Increase of students reading on grade level by 60 students. -Decrease Chronic Absenteeism by 10% -Decrease in Discipline Referrals and Out of School Suspensions by 10% Increase of Parent Involvement by 10 %	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Reading Data Math Data Staff Attendance Student Attendance Discipline Data	Increase of 60 students reading on grade level. Decrease Chronic Absenteeism by 5% Decrease in Discipline Referrals and Out of School Suspensions by 5% Increase of Parent Involvement by 5%	

Commitment 4

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>-Administrators will conduct walkthroughs during ELA and Math instruction to look for classroom trends of best practices in providing students with feedback.</p> <p>-Attendance letters will be mailed out to all families 4 times a year and meetings will be held with families of students who are considered chronic absenteeism.</p> <p>-Schedule monthly meetings with administration and PPS staff to review student discipline data and plan intervention and prevention strategies.</p> <p>Create or adopt protocols for all data driven meetings.</p>	<p>-80% of teachers will engage with their students in dialogue on how to meet their instructional goals. Teachers will review power goals and glow and grow.</p> <p>-Student absentee rate will decrease by 10%</p> <p>-Each month, we expect to see a 15% decrease in student discipline referrals.</p>	
<p>Student Behaviors and Practices</p>	<p>-Students will be able to articulate their instructional goals and share their glows and growth with others.</p> <p>-Students will be able to share with family members their academic progress including their power goal and glows and grows.</p> <p>-Students will come to school on time on a daily basis</p>	<p>-80% Students will be able to articulate their instructional goals and share their glows and grow with others.</p> <p>-80% Students will be able to share with family members their academic progress including their power goal and glows and grows.</p> <p>-90% Students will come to school on time on a daily basis</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning Communities	Teachers will review students' data and create plans to address the needs. We will celebrate growth. PLC's will provide the opportunity for teachers to conduct data digs to form next steps.	- Professional Develop before or after school to paid out of SIG Funds
Data Driven Meetings	Creating, reviewing and implementing plans through a data analysis of skills by subgroups.	
Consistent Walkthroughs	Implementing an instructional cycle of feedback (Glows and Grows feedback)	Instructional Coach to help support implementation and feedback cycles
Professional Development Plan	Data analysis(by subgroups) and progress monitoring- planning for small groups using data and following explicit instruction Teacher modeling of small-group instruction (peer to peer)- what small groups entail when students are not meeting with the teacher	Paid Professional Development for Cohorts of teachers throughout the course of the year.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 & 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	This connects to have teachers horizontal and vertically aligned. PLC's will be used to collect and analyze data, celebrate student's learning and address areas of need.

Our Team's Process

Background

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

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

Team Members

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

Name	Role
Rob Glowacki	Principal
Rosalie Pena	Assistant Principal
Claudine Mazza	Union Delegate/ Teacher
Rachel Holzapple	Special Education Teacher
Anne Kover	Special Education Teacher
Hilda Santana	Teacher
Angela Griffin	Teacher
Gisel Gil-Arias	Teacher
Katherine Stoll	Parent
Elizabeth Black	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/4/23	X						
5/9/23			X				
5/23/23		X					
5/24/23				X			
5/30/23				X			
6/5/23					X		
5/31/23						X	
6/13/23							X
6/14/23							X
6/15/23							X
6/21/23							X
6/22/23							X
6/26/23							X
6/27/23							X
6/28/23							X

Learning As A Team

Directions

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

Student Interviews

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

The students' interview process informed the team's plan by ensuring that the leadership assemblies continued in the school. Students provided insight on the implementation of Glows and Grows. We learned that the students would like to continue having student advisory as this was the first year the school has had it. The students in addition shared that they loved the Light Show honoring Black History Month. Students informed us that they are receiving feedback from their teachers and that they know when they are doing well and when they need to improve.

Next Steps

Next Steps

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