

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010010
School Name:	Howe Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Susan Gorman	Title	Principal
Phone	518-370-8295	Email	gormans@schenectady.k12.ny.us
Website for Published Plan	http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans		

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 confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Laurence T. Spring	
President, B.O.E. / Chancellor or Chancellor's Designee		John Foley	

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 plans before they are approved.

2. The School Comprehensive Education Plan (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 School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 5, 2018	Howe Elementary School		
June 7, 2018	Howe Elementary School		
June 20, 2018	Howe Elementary School		

Name	Title / Organization	Signature
Susan Gorman	Principal	
Jefferson Weidman	Instructional Supervisors	
Ami Jo Rielly	Intervention Specialist	
Tracy Jones	Social Worker	
Kristy Mantei	First Grade Teacher	
Kristine Miller	Classroom Teacher	
Jennifer Rodecker	Fifth Grade Teacher	
Dana Russo	Remedial Reading Teacher	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was a modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support

	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Teachers spent time working through the written curriculum and strengthening implementation tactics, significantly supportive since 12 of 15 teachers in year 2 of a new grade level. Teams developed school wide behavior expectations and positive support mechanisms for students including routines and management expectations for a new school building.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Teachers continued to struggle with curriculum as it was their second year in new grade levels so depending on the time of year we changed PLC time and instructional support meetings to support this need. Walkthroughs and the DTSDE review supported that this continues to be a need. We decreased some committee work so that we were not over extending expectations of staff.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

Increased focus on student outcomes through data. Staff and student support of the PBIS initiatives as shown through positive referrals and celebration of successes

- List the identified needs in the school that will be targeted for improvement in this plan.

Behavior referrals were still high and in some areas lack of clear classroom schedules and routines

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The school continues to work through creating a new mission

- List the student academic achievement targets for the identified subgroups in the current plan.

Academic success will increase by 8%

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

The created mission and created school structures will guide how we operate.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Staff new to grade levels and to each other so we need to create a collaborative teaching community with understandings of our student population and their needs.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Instructional Coordinators/Supervisors will work with staff and staff will work with seasoned teachers for greater curricular understandings. Use of after school learning community time will support this need with an outline of expectations for the meetings.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

We will use professional learning community and other created meetings with staff as well as regular parent opportunities to meet with leaders as well as to participate in school functions and decision making.

• List all the ways in which the current plan will be made widely available to the public.

On the district web site as well as in the school main office

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	February 14-15, 2018
B2. DTSDE Review Type:	District-led Integrated Intervention team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The DTSDE report indicated School leaders should facilitate the development of a literacy block checklist and high leverage practices checklist. These tools should be utilized during strategic walkthroughs to provide teachers with explicit, actionable feedback. This will increase ELA achievement and prioritize feedback to teachers.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 2018, the school leaders will develop literacy and high leverage practices checklists for walkthroughs and provide actionable explicit feedback and ongoing supports to teachers to increase systematic feedback by reaching each classroom teacher once a month October-June.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough results will be shared at PLC Meetings and faculty meetings to support this collaborative work over time

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	10/1/2018	Walk-through forms will be created and introduced, they will reflect effective literacy instruction and high leverage practices.
9/15/2018	10/31/2018	BLT will conduct walkthroughs and provide explicit feedback for instructional improvement
11/1/2018	11/10/2018	School leaders will identify and meet with teachers that need support with literacy instruction and develop individualized support plans as well as establish school-wide PD opportunities.
11/10/2018	12/22/2018	BLT will conduct literacy block walkthroughs and provide explicit feedback for instructional improvement
1/2/2019	1/12/2019	School leaders will meet with teachers and grade-level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plans created and modify plans accordingly
1/15/2019	2/28/2019	BLT will conduct literacy block walkthroughs and provide explicit feedback for instruction improvement
3/1/2019	3/9/2019	School leaders will meet with teachers and grade-level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plans created and modify plans accordingly
3/12/2019	5/11/2019	BLT will conduct literacy block walkthroughs and provide explicit feedback for instructional improvement
5/14/2019	5/25/2019	School leaders will meet with teachers and grade-level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plans created and modify plans accordingly

10/1/2018	5/31/2019	Teacher leaders will lead professional development for seven monthly grade level meetings by SCSD attendance zone (elementary school feeder pattern to Oneida). The agenda will be derived from literacy block walkthrough data and be structured by grades K-2 and grades 3-5 across the SCSD attendance zone feeder pattern.
10/1/2018	5/30/2018	Outside evaluator will also complete the monthly Literacy Block walkthroughs in each class and share their observations with building administrators, as well as provide feedback to teachers
7/1/2019	9/1/2019	Summer work for the leadership team to meet and reflect on student/staff success and address gaps to help inform and to develop the SCEP for 2019-2020 school year

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	February 14-15, 2018
B2. DTSDE Review Type:	District-led Integrated Intervention team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The DTSDE report indicated that teachers should use the literacy format as outlined in the SCSD Literacy Framework and increase their use of high leverage practices throughout their planning.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 2018, all teachers will utilize a lesson plan format that ensures quality literacy lessons aligned with the SCSD literacy plans. By November 2018 Instructional Supervisor will have met with all grade level teams to support this planning and 100% of teachers will use scheduled PLC time monthly to update and share lesson plans.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly feedback graphs, Supervisor schedule of teacher meetings and PLC minutes

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/1/2019	The agendas for PLCs and faculty meetings will allocate a time specific to professional development on the SCSD Literacy Framework and specific High Leverage Practices for teachers to implement throughout the year
9/1/2018	10/1/2018	Mcgraw Hill 2-5 wonderings will be purchased to support differentiated literacy instruction to support areas of the literacy framework
9/1/2018	6/1/2019	The Principal, Instructional Supervisor, and Grade-level Teacher Leaders will ensure that the agendas for PLC meetings always allocate time to review the literacy block walkthrough and High Leverage Practices. Time will be utilized to provide feedback and determine instructional gaps.
9/1/2018	6/1/2019	Teachers will implement on-demand writing activities and use monthly meetings scheduled for our specific attendance zone feeder patterns working collaboratively to support growth across the 4 elementary schools that feed into Oneida
9/1/2018	6/1/2019	Teachers will meet to analyze on-demand writing data using NYS rubrics to score.
9/1/2018	6/1/2019	Lead teacher PD facilitator for the monthly SCSD attendance zone grade level meetings (2 hours planning time) to look at data and lessons and how to support the grade levels working toward literacy improvement

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	February 14-15, 2018
B2. DTSDE Review Type:	District-led Integrated Intervention team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The DTSDE report indicated that teachers need to develop lesson plans that support the SCSD literacy framework expectations and that also include the regular use of High Leverage Practices (HLP's).
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2018-19 school year 100% of staff will have participated in PLC work around lesson planning focusing on the literacy expectations in the SCSD Literacy Framework and the use of High Leverage Practices to help increase student achievement as shown in the STAR 360 assessment by 8%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Fall and spring scores on STAR 360 Reading and district interim assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/1/2019	Teachers will collaborate to modify and improve systems in place that impact student achievement in Kindergarten through fifth grade using STAR 360, Razz Kids +, IXL and interim assessments.
9/1/2018	6/1/2019	Building Leadership Team will conduct monthly walkthroughs of each class to provide feedback to teachers regarding targeted literacy and high leverage practice expectations as outlined by the PLC and faculty meeting calendars
10/1/2018	8/1/2019	As a result of the analysis and participation in book study and staff development teachers will create lessons that are culturally responsive as a result of participation in a book study & staff development
9/1/2018	10/1/2018	NCTM membership and IXL math - effective teaching strategies for teachers to support math literacy and to increase ability to read and comprehend mathematical expectations
9/1/2018	6/1/2019	Teachers across the attendance zone collaborative teams will meet to create to create a cross curricular 4pt rubric that can be used by students so they can reflect on learning and their own understandings of their progress and success. It will also support teacher feedback from students to clarify strengths and gaps from their perspective

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		February 14-15, 2018
B2. DTSDE Review Type:		District-led Integrated Intervention team (IIT)
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		The DTSDE report indicated School leaders should develop a more systematic PBIS and management tracking mechanism, including time frames for feedback and to adjustments for management concerns. This will include the need to support both teacher and student understandings of how to support a student who is in a place where they are not able to participate in an intervention method for behavior.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		During the 2018-2019 school year, all staff will receive professional development training with research based trauma information and the school will implement researched based interventions that are specific to adverse childhood experiences; poverty, neglect and other forms of trauma. The staff training and interventions specific to trauma are a means of reducing discipline referrals by 8%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Fall and spring Read360 and district interim assessment scores Reduction to discipline referrals
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
09/01/18	10/01/18	Create a systematic process to track discipline/management and monitor missed instructional time due to behavioral issues.
09/01/18	6/1/2019	Mind Up Curriculum and turn key teachers during PLC
09/01/18	09/01/18	Place a purchase order for all needed therapeutic tools, sensory manipulatives, furniture and housekeeping items needed for sensory classroom space and a therapeutic sensory room. Design and create the sensory room and classroom spaces.
10/01/18	08/01/19	Staff book clubs to read Trauma-Sensitive Schools; Learning Communities Transforming Children's Lives, K-5.
09/01/18	6/30/2019	Schedule an adult to structure and facilitate a Therapeutic Recreation Program for students at high risk of negative social interactions during lunch, recess.
09/01/18	09/01/18	Train identified support staff on the structure and supervision of the sensory room process.
09/01/18	10/01/18	PLC for staff members on identification of signs and triggers for students in the classroom and how and when to use the sensory space for de-escalation.
09/14/18	06/01/19	Identify students appropriate for scheduled sensory room interventions/ on-going

09/01/18	6/1/2019	PLC with SCSD Behavioral Health Consultants for Intervention Support Plans for Behavior and Case Reviews
09/01/18	6/1/2019	PLC with SCSD Behavioral Health Consultants for Comprehensive Classroom Management Planning

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	February 14-15, 2018
B2. DTSDE Review Type:	District-led Integrated Intervention team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The DTSDE report indicated School leaders should create a multi-modality communication system to ensure that parents are receiving information in a timely way. Schenectady is the 13th poorest city in the nation for child poverty; comprising a high percentage of single parent families who often lack reliable childcare and transportation. In addition, many of our families work multiple jobs to remain above the poverty level. These factors often result in many of our parents not having the flexibility or the resources needed to attend school functions or interact with school staff regularly.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2018-19 school year team leaders will create educational resources and strategies for parents to use at home to help their children in response to their child's assessments. K-2 classrooms will provide parents with take home tools to support student academic needs through a revolving take home bag system. . Communication with families will increase in volume and content will support student academic needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC meeting minutes regarding various modalities on parent communication and monitoring feedback/interactions to make adjustments when not working as per lack of parent feedback Family involvement in take home bag system as per checklists used

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
09/01/18	12/01/18	Identify grade level leadership teams to develop a Parent Handbook
09/01/18	11/30/18	Identify grade level leadership teams to develop K-2 grade level strategies and tools for parents to take home. Purchase returnable bags and purchase tools (books, flash cards, manipulatives, parents instructions etc.) needed to assemble grade level bags to be given to families.
09/01/18	05/01/19	"Coffee Talk Table" at the drop off circle or in the school vestibule, hosted by the building Parent Liaison and 1-2 staff members to answer general Q&A as well as increase family/staff interactions
9/1/2018	9/1/2019	Web-based instructional programs, like IXL, will be purchased to enhance the home and school learning connection
9/1/2018	11/1/2018	PLC time to assist teachers in using other modalities to increase their ongoing contact with families