

LEA Name:	Schenectady City Schools
LEA BEDS Code:	530600010030
School Name:	W.C. Keane Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	john Sardos	Title	Principal
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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)

Name	Title / Organization	Signature
John Sardos	Principal	
Chad Sitts	Instructional Supervisor	
Sue Look	Teacher	
Amanda Sandberg	Teacher	
Linda Garrigan	Teacher	
Jean McCrum	Teacher	
Jeff Cahill	Teacher	
Megan White	Teacher	
Abby Turcotte	Teacher	
Maria Horn	Parent Liaison	
Gina Leibert	Parent/para	
Heather Wells	Parent/PTO	

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 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
- 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).

Academic progress was shown throughout the year. Creation of a viable PTO committee. Increased participation in the BLT by parents. Continued decrease in office referrals and suspensions.

- 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.

In developing the CURRENT YEAR'S plan:

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

Focus on math outcomes and building wide adaptation of the NYS Modules, Implementation of Culturally Responsive Educational practices and materials, Implementation of a behavioral coaching model, Increase relative and timely communication with families and stakeholders

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

An 8% increase in all academic measurement

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

Our BLT will spearhead the delivery of professional development during our designated PLC time. The focus will be on the building wide adaptation of the NYS math modules, a comprehensive coaching cycle on trauma sensitive care and the delivery of CRE techniques and materials,

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

Time to provide not only the initial PD to staff but to make sure that follow through and feedback is given on a consistent basis.

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

PD will focus on the NYS math modules (math scores continue to lag behind), the delivery of CRE techniques and materials (we continue to be disproportionate in regards to our subgroups), imbedded coaching on TSS classroom strategies (while great strides have been made we continue to have many children who have high ACES scores and need help regulating)

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

Meetings, newsletters, district website, Facebook, Twitter.

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

District website. Inclusion in our newsletter

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:	12/11/17-12/12/17
B2. DTSDE Review Type:	District Lead

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.	If a system to support is provided to teachers so that they can be more culturally responsive, they will better be able to enhance the academic and nonacademic skills of our students. As a result, academic achievement and prosocial skills will increase.
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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 June 25, 2019 100% of teachers will be involved in weekly culturally responsive education (CRE) walkthroughs. Teachers will be provided with feedback within 24 hours to improve their practice.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student average daily attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student in-class seat time as measured by tracking time in support room, office, counseling or any location other than the classroom Student academic growth for identified subgroups
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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.
Aug 27,2018	9-14-2018	School leaders will develop a final CRE Walkthrough form and create a schedule for regular weekly classroom visits
Aug 27, 2018	9-14-2018	School leaders will develop a plan for providing feedback to teachers within 24 hours
9-17-2018	10-12-2018	Data collection through walkthroughs, lesson plan review and feedback, APPR observations and Bi-weekly teacher meetings.
10-15-2018	10-19-2018	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
10-22-2018	11-30-2018	Data collection through walkthroughs, lesson plan review and feedback, APPR observations and Bi-weekly teacher meetings.
12-3-2018	12-7-2018	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
12-10-2018	1-25-2019	Data collection through walkthroughs, lesson plan review and feedback, APPR observations and Bi-weekly teacher meetings.
1-28-2019	2-1-2019	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
2-3-2019	3-29-2019	Data collection through walkthroughs, lesson plan review and feedback, APPR observations and Bi-weekly teacher meetings.
4-1-2019	4-5-2019	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes

4-8-2019	6-7-2019	Data collection through walkthroughs, lesson plan review and feedback, APPR observations and Bi-weekly teacher meetings.
6-10-2019	6-21-2019	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes

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:	12/11/17-12/12/17
B2. DTSDE Review Type:	District Lead

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.	Math scores continue to lag behind ELA data on all current district and state assessments.
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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 June 25, 2019 --100% of instructional faculty will participate in at least 85% of the scheduled professional development around the implementation of NY Engage Modules for math.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher daily attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student in-class seat time Student academic growth for identified subgroups

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.
Aug 27,2018	9-14-2018	School leaders will develop a draft schedule of professional development days around NY Engage Math Modules
9-14-2018	9-28-2018	School leaders will bring draft to BLT to look over and make changes if needed
10-1-2018	11-2-2018	School leaders will run two professional development days around NY Engage Math Modules; Teachers will review data around module work, plus/delta the current module they are on, and as a group discuss needs for next month's professional development days. (School leaders will track teacher attendance at each PD)
11-5-18	12-21-18	School leaders will run two professional development days around NY Engage Math Modules; Teachers will review data around module work, plus/delta the current module they are on, and as a group discuss needs for next month's professional development days. (School leaders will track teacher attendance at each PD)
1-8-19	2-15-19	School leaders will run two professional development days around NY Engage Math Modules; Teachers will review data around module work, plus/delta the current module they are on, and as a group discuss needs for next month's professional development days. (School leaders will track teacher attendance at each PD)
2-25-19	4-12-19	School leaders will run two professional development days around NY Engage Math Modules; Teachers will review data around module work, plus/delta the current module they are on, and as a group discuss needs for next month's professional development days. (School leaders will track teacher attendance at each PD)

4-22-19	6-18-19	School leaders will run two professional development days around NY Engage Math Modules; Teachers will review data around module work, plus/delta the current module they are on, and as a group discuss needs for next month's professional development days. (School leaders will track teacher attendance at each PD)
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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:	12/11/17-12/12/17
B2. DTSDE Review Type:	District Lead

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.	District review and walkthroughs continue to show a lag in higher order thinking skills, rigorous instruction and data driven individualized instruction.
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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 June 2019, W.C. Keane students will demonstrate an 8% increase in the following academic measures: <ul style="list-style-type: none"> • 3rd – 5th grade interim assessment results from Fall 2018 to Spring 2019. • 3rd – 5th grade New York State ELA and Math exams • 4th grade NYS Science exams • K-2 District level exams STAR 360 K-5
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student average daily attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student in-class seat time Student academic growth for identified subgroups

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.
9-5-18	9-28-18	School leaders and staff will develop systems, based on data to create student target documents that will be used to drive instruction and can be shared with families.
9-24-18	10-5-18	Data meetings held to analyze data and to set targets for students outcomes
9-28-18	6-21-19	Ongoing and imbedded PD on effective high leverage practices and Data Driven Instruction to all faculty
9-28-18	11-2-18	Ongoing data collection through the monitoring of PLC's, lesson plans, student work and weekly walkthroughs
11-5-18	11-16-18	Accumulate and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
11-5-18	12-7-18	Ongoing data collection through the monitoring of PLC's, lesson plans, student work and weekly walkthroughs
12-10-18	12-21-18	Accumulate and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
12-10-18	1-25-19	Ongoing data collection through the monitoring of PLC's, lesson plans, student work and weekly walkthroughs
1-28-19	2-1-19	Accumulate and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
1-28-19	6-21-19	Ongoing data collection through the monitoring of PLC's, lesson plans, student work and weekly walkthroughs

2-4-19	6-21-19	Accumulate and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
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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:		12/11/17-12/12/17
B2. DTSDE Review Type:		District Lead
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.		All staff have not embraced the concepts of trauma sensitive school techniques resulting in too much instructional time being lost due to inconsistent use of the building level behavioral support room.
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 March of 2019 50 % of classrooms will participate in an in house coaching model using Trauma Sensitive School techniques including but not limited to calm corners, restorative practices and mindfulness activities in order to decrease unscheduled student use of the support room by 50% compared to 2017-2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Decrease in unscheduled student use of the support room Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student in-class seat time Student academic growth for identified subgroups
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.
8-27-2018	9-5-18	Selection of pilot classrooms
9-5-18	9-12-18	Behavioral coaching team and classroom teachers' will meet and complete the following: push-in schedules, meeting times, goals and agreed upon data to be used for evaluation.
9-17-2018	10-12-2018	First coaching cycle
10-15-2018	10-19-2018	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
10-22-2018	11-30-2018	Second coaching cycle
12-3-2018	12-7-2018	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
12-10-2018	2-1-2019	Third coaching cycle
2-4-2019	2-8-2019	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
2-18-2019	3-29-2019	Share findings and begin to expand to the control group. Behavioral coaching team and classroom teachers' will meet and complete the following: push-in schedules, meeting times, goals and agreed upon data to be used for evaluation.

4-1-2019	6-14-2019	Collect and analyze data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate successes
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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:	12/11/17-12/12/17
B2. DTSDE Review Type:	District Lead

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.	A lack of communication has resulted in our inability to gauge true parent engagement. Two way communication needs to increase to ensure families and school staff can work hand in hand to increase academic and pro-social performance.
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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 December of 2018, 100% of faculty will implement a comprehensive parent communication strategy that will result in each teacher sharing meaningful communication about a students' progress, abilities and goals with each family at least bi-weekly as evidenced by monthly parent communication logs, electronic communications, family surveys and participation in family/community events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student average daily attendance Number of family volunteers Student academic growth for identified sub-groups Data collected from monthly parent communication logs, electronic communications, family surveys and participation in family/community events.

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.
9-5-2018	9-12-18	School leaders and staff will meet to develop a comprehensive and consistent two way communication system between teachers and family members' focusing on academic strengths and weakness of each student as well as making sure families are aware of high expectations for student success.
9-13-2018	9-13-18	School leaders and staff will communicate the Two-way communication plan to all parents in attendance at back to School Night
9-14-18	9-19-18	School leaders will notify families that were not in attendance at BTSN of the communication plan
9-17-18	10-12-18	Collect and analyze family engagement data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate success
10-15-2018	11-21-18	Collect and analyze family engagement data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate success
11-26-10	12-21-18	Collect and analyze family engagement data. Share data and recommendations with stakeholders. Monitor recommendations and celebrate success
1-3-19	6-21-19	Meet with staff and families to monitor family engagement activities and continue to progress monitor parent engagement data on an individual basis