

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010011
School Name:	Lincoln Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Job Thomas	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.

SCEP Plan Overview

Lincoln Elementary School did not have a SCEP in the 2017-18 school year due to their participation in a SIG 1003(g). As a result, the questions on this page that refer to the previous year's plan do not pertain to Lincoln Elementary School.

In this section, the district must describe the development of the plan, the degree to which the previous school years 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).

- 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.

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

- 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.

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

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

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

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

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

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

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:	1/09/2018-1/10/2018
B2. DTSDE Review Type:	District Led

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.	Lincoln staff employ practices that draw from a variety of frameworks (i.e., Positive Behavioral Intervention System, Responsive Classroom, Trauma Sensitive School, Mind-up) to promote and sustain a community of learners. However, there is ambiguity in expectations and inconsistent implementation of practices
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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 2019, a comprehensive and consistent approach (i.e., agreed upon practices, strategies, tools, language, etc.,) to aid a healthy school culture will be developed for the purpose of promoting social, emotional, behavioral and academic success - a codified building plan/document will serve as the first source of evidence in meeting this goal. Further, by June of 2019, 80% of teachers will use the agreed upon approach as measured by bi-weekly walkthroughs, which utilize a site-based healthy school rubric.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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.
8/1/2018	9/1/2018	A consistent schoolwide approach that promotes a healthy environment for teaching and learning (PBIS, RC, TSS, Mind-Up) will be developed by a core team of educators - this effort will be led by the school leader.
9/1/2018	9/7/2018	The consistent schoolwide approach will be disseminated to all staff for their review & feedback.
9/7/2018	9/14/2018	Staff feedback will be used to develop a "health school rubric" containing look fors, which will be used to determine adherence to agreed-upon routines, procedures and language.
9/17/2018	10/1/2018	Building leader will lead vertical PLC meetings to share finalized school wide approach & rubric, and communicate expectations.
10/1/2018	10/1/2018	All faculty will begin using agreed-up routines, procedures and language with support from the school leader and Building Leadership Team.
10/1/2018	6/30/2019	School Leader will conduct bi-weekly walkthroughs and provide feedback/debrief with all faculty based on predetermined healthy school rubric.
11/1/2018	6/30/2019	Building Leadership Team will conduct weekly walk throughs and document qualitative and quantitative observations.

11/1/2018	6/30/2019	Building Leadership Team & school leader will discuss observations during monthly BLT meetings - this data will be used to plan responsive PD during PLC timeslot and/or staff meetings.
11/1/2018	6/30/2019	BLT & school leader will facilitate weekly professional learning opportunities on the frameworks that comprise the agreed upon consistent school wide approach to promoting a school culture that leads to student success

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:	1/09/2018-1/10/2018
B2. DTSDE Review Type:	District Led

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.	Deficits in reading and writing skills serve as a barrier to student achievement across all domains.
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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, 90% of all teachers (General Education, Special Education, Co-teachers, Interventionists, and Reading Teachers) will implement with integrity the districts literacy plan (i.e., curriculum, practices, assessment procedures) for promoting literacy achievement as measured by observations/weekly walkthroughs completed by the building leader and summative student measures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Building leader & instructional coach observations Building leader walkthroughs End of Year Benchmark Assessment (STAR) New York State ELA Assessments PLC Agenda

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	9/7/2018	Building leader will communicate expectations for adherence to the districts literacy plan (e.g., curriculum and assessment procedures) for literacy instruction across all settings (e.g., Tier 1, Tier 2, Tier 3, Special Education classrooms, etc.,).
9/10/2018	9/14/2018	Building leader and instructional coach will conduct a needs assessment for all staff on their level of familiarity and aptitude in implementing practices articulated in the district literacy plan.
9/14/2018	10/1/2018	Results of the needs assessment will be analyzed, formalized and distributed to all stakeholders.
10/1/2018	10/15/2018	A professional learning plan to address the areas of need will be developed and in conjunction with key district level personnel.

10/22/2018	6/30/2019	School leader, Instructional Coach and/or district personnel will facilitate weekly differentiated professional learning opportunities during the PLC slot for groups of teachers on common/consistent understanding of practices as well as strategies to support implementation.
11/1/2018	6/30/2019	School leader & Instructional Coach will conduct bi-weekly walk throughs to scaffold practice and provide feedback for continued 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:	1/09/2018-1/10/2018
B2. DTSDE Review Type:	District Led

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 district review indicates that the high leverage practice of Academically Productive Talk is not evident in all lesson plans nor is it being implemented with consistency across grade levels.
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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, 90% of teachers will implement Academically Productive Talk (APT) as measured by bi-weekly lesson plan review and classroom walkthrough
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Evidence of higher order questioning in lesson plans and student led APT measured by walk-through tools. PLC Agenda.

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	9/30/2018	The school leader & instructional coach will develop systematic and differentiated professional learning resource/plan to aid with the planning for and support the implementation of academically productive talk across domains.
10/1/2018	6/30/2019	The PLC timeslot will be used to facilitate collaborative and differentiated learning opportunities to support the full implementation of APT through a viareity of means including; sharing of best practices; teacher created artifacts (e.g., sharing charts, stems, prompts); classroom demonstrations captured on video, and in session modeling. Specific attention will be given to strategies to promote evidence based thinking, reasoning and student led accountable talk.
9/1/2018	6/30/2019	School leader and instrucional coach will provided scaffolded support to all classrooms in planning for and integrating routines to support the use of Academically Productive Talk

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:	1/09/2018-1/10/2018
B2. DTSDE Review Type:	District Led

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 district review purports that Lincoln teachers utilize several frameworks (Mind-up, Trauma Sensitive Schools, Responsive Classrooms - not mentioned is PBIS) to support the social/emotional development of students. However, there is inconsistency in practice and implementation of the various frameworks.
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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, 90% of teachers will consistently use the agreed upon language and practices drawn from existing frameworks (PBIS, Responsive Classrooms, Trauma Sensitive Schools and Mind Up) as measured by building leader observations and Building Leadership Team walkthroughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Building specific "Healthy School Rubric". Student behavior referral data Student Attendance

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.
8/20/2018	9/1/2018	The school leader will communicate at pre-September staff meeting the importance for predictability in classroom routines, procedures, practices and language in promoting positive school culture and fostering student wellbeing.
9/1/2018	9/7/2018	The consistent schoolwide approach (mentioned in Tenet 2) will be developed and disseminated to all staff for their review & feedback.
9/7/2018	9/14/2018	Staff feedback will be used to develop a "health school rubric" containing look fors, which will be used to determine adherence to agreed-upon routines, procedures and language.
9/17/2018	9/21/2018	Building leader will lead daily vertical PLC meetings to share finalized school wide approach & rubric, and communicate expectations.
9/24/2018	10/31/2018	The BLT will develop a differentiated professional learning plan to support the adoption and implementation of a consistent approach (as mentioned in Tenet 2).
11/1/2018	6/30/2018	The building leader will conduct bi-weekly walkthroughs to assess the adherence to the agreed upon language and practices.
11/1/2019	6/30/2019	The BLT will conduct monthly walkthroughs and document the level and consistency in use of agreed upon language and practices.

11/1/2018	6/30/2019	The BLT will meet montly to evaluate progress towards full implementation.
12/1/2018	6/30/2019	The BLT will develop framework specific professional learning opportunities to support the use of the agreed up practices and language during the PLC timeslot

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:	1/09/2018-1/10/2018
B2. DTSDE Review Type:	District Led

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.	There is inconsistency in the frequency of parent communication, engagement and involvement. Further, parents participating in focus groups report feeling uninformed about their children's academics/needs, particularly in the area of Math.
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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, 90% of school to home communications/correspondences will be distributed via a variety of channels including, class dojo, Facebook, Twitter, email, and letters/documents sent home with students as measured at each communication point by a checklist maintained by Community School Coordinator. Further, 80% of all parents will participate in at least one school related activity or event as measured by sign in sheets.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Overall parent attendance at events and participation in class communication systems.

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.
7/1/2018	9/1/2018	CSC and FEF will conduct home visits to establish more collaborative relationships
9/1/2018	12/1/2019	Intervention specialists and teachers will provide Class Dojo sign up at Back to School Night for all parents along with securing e-mail addresses
9/1/2018	5/1/2019	Parents attendance at PTO meetings will be monitored CSC and FEC to ensure at least 10 homeroom parents are in attendance at each meeting
9/1/2018	6/1/2019	Teachers will plan for and communicate all essential classroom information along with student academic status via Class Dojo.
10/1/2018	5/1/2019	CSC and FEF in collaboration with school staff will provide/facilitate monthly parent workshops (academics, social emotional, life skills)
10/1/2018	5/1/2019	CSC and FEF in collaboration with community partners will host three Focus Groups for parents and students
9/1/2018	12/1/2018	CSC, FEF and Parent Liaison will recruit 5 parents, 1 paraprofessional and 3 teachers for PTO
9/1/2018	6/1/2019	CSC, FEF and Parent Liaison will work with teachers to create schedules & responsibilities for homerooms parents
9/1/2018	5/1/2019	Eight PTO meetings will be held
11/1/2018	4/1/2019	A total of two Literacy nights will be held and parent attendance will be compared to 2017-2018 attendance

1/1/2019	1/31/2019	Math night will be held and parent attendance will be compared to 2017-2018 attendance
5/1/2019	5/31/2019	Family BBQ/Diversity Celebration will be held and parent attendance will be compared to 2017-2018 attendance
6/1/2019	6/30/2019	Results for 2018-2019 will be evaluated against the goal and necessary adjustments will be incorporated into the SCEP for 2018-2019