

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010014
School Name:	Pleasant Valley Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Sean Inglee	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)
Sept. 2017	Pleasant Valley	April 2017	Pleasant Valley
October 1, 2017	Pleasant Valley	May 2017	PLeasant Valley
November 1, 2017	Pleasant Valley	June 2017	Skidmore College
January 1, 2017	Pleasant Valley		
February 1, 2017	Pleasant Valley		

Name	Title / Organization	Signature
Sean Inglee	Principal	
Kristen Sikora	Instructional Supervisor	
Elizabeth Mesiti	Intervention Specialist	
Celia Adone	First Grade Teacher	
Robyn Stone	Special Education Teacher	
James Sullivan	Fourth Grade Teacher	
Ashlee McGovern	Third Grade Teacher	
Suzanne Pangburn	Paraprofessional	
Nikki Campbell	Parent Liaison	
Joy Simms	Parent	

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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was a modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | 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").

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | 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).

Interim reports ELA - 15% growth overall, Math 11% growth overall, 80% of grade levels showed growth in AIMSWEB monitoring, 42% of at risk students achieved target on ORF Gr. 2-5, 88% of Move 2 students met goal, 76% met multiplication fluency target in Gr 5, 71% of the classrooms had evidence of TSS initiative, 43% decrease in suspension, 64% decrease in referrals, 50% decrease in days of suspension for AA, 2 parent led events, created baseline of parents/ families in attendance at family engagement events.

- 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.

Reallocation in use of building resources mid-year. (reading support and intervention specialist support)

In developing the CURRENT YEAR'S plan:

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

Walkthroughs, CRE, Parent Engagemnet initiatives, Parent Communication, HLP's, Student led learning, interconnected system and monitoring

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

Reduce % of disproportionality in referrals, and academics results according to sub group.

The mission of Pleasant Valley School is to foster student-centered learning by integrating 21st Century Skills through critical thinking, problem-solving and collaboration regardless of

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

Success will be measured by a 5% decrease in the academic gap on summative and benchmark assessments for SWDs, ENLs, and black males.

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

There will be a quarterly meeting to address attendance, discipline, FBA/BIP and to address student behavior. Grade Level Meetings will focus on student achievement and to ensure th

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

Although there have been improvements in; attendance, parent involvement, student mental wellness teacher resistance to change and teacher awareness of trauma sensiive strategies. These are still consider barriers It will be addressed by providing families with needed resources to assist at home, assistance in accessing the community agencies, continued offerings of targeted parent infomration forums, professional development fo rteachers on targeted instructional strategies, and trauma sensitive strategies.

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

Professional development will be provided in the areas of; using data to inform instruction, lesson plans that are CCLS aligned and create rigorous instruction, higher order thinking questio

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

School leader will communicate to staff, students, and parents using emails, Back to School Night, Parent Teacher Conferences, PTO Meetings, Letterhead, parent workshops. Use parent li

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

The current plan would be available on our district website, copies made available in main office, shared at Back to School Night, PTO meeting, night time events, coffe chat, student adviso

race, economics or disability..

that instruction meets CCLS rigor. Professional Development will focus on use of data to inform instruction.

ning, use of wait time, APT, HOT questions and prosocial classroom strategies.

aison to connect families with the school. Planned meeting will be held with families focused on identified topics.

ry meetings.

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:	January 2018
B2. DTSDE Review Type:	District Lead Review

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 indicates that the school leader had developed systems for collecting data around student academic and social-emotional health yet lacks a system for sharing the results and giving actionable feedback.
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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, school wide walk through data will be shared with teachers monthly or bi-weekly to ensure a 25% increase in the percentage of teachers observed using student-led discussions and goal-setting through the lens of culturally responsive educational practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	walkthrough form, PD provided to staff, peer walkthrough system, data collection around sensory room

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	Leadership team will create a walkthrough form that includes criteria for CRE (student-led discussions, goal-setting)
9/1/2018	6/30/2019	Building leader will send out monthly or bi-weekly email including walkthrough and Turnaround Room data
9/1/2018	6/30/2019	PD will be developed based on data collected from walkthroughs
7/1/2018	9/15/2018	Leadership team will create a system for peer walkthroughs and feedback
7/1/2018	9/15/2018	PPS staff will create a system for collecting data from the sensory room and Turnaround Room

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:	January 2018
B2. DTSDE Review Type:	District Lead Review

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 DSTDE report reflects a lack of a process for the leadership team to ensure that teacher practice reflects evidence of higher order thinking questions, formative assessment strategies, and data driven decision making that ensures engagement for all students.
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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, 80% of teachers will have higher order thinking questions and formative assessments reflected in their practice. Success will be measured by a 5% decrease in the academic gap on summative and benchmark assessments for SWDs, ENLs, and black males.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR 360 benchamarks, ELA and math Interims, exit tickets, walkthrough data, unit assessments, and lesson plans

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	9/15/2018	Teacher training in STAR360
7/1/2018	9/7/2018	Building leadership will develop an appropriate walkthrough form focusing on HLPs and relevant subgroups
9/1/2018	6/30/2018	Building leadership will collect two lesson plans from teachers monthly to ensure HOT and formative assessments
9/1/2018	6/30/2018	Teachers will use exit tickets at the end of each lesson as a formative assessment
9/1/2018	6/30/2018	Teachers will implement math and ELA module unit assessments
9/1/2018	1/15/2019	PPS staff will hold book talks on a CRE-specific book
9/1/2018	6/30/2018	Leadership team will collect sampling of exit tickets twice a month
9/1/2018	6/30/2019	Building Leadership will monitor walkthrough data monthly in order to develop PD for staff

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:		January 2018
B2. DTSDE Review Type:		District Review
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 indicates that instruction is teacher-centered and does not incorporate consistent student-led instructional strategies and rigorous materials.
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 the school leader will monitor questioning and routines during classroom walkthroughs and provide actionable feedback to teachers in order to increase student-directed learning and use of rigorous materials. Success will be measured by a 5% decrease in the academic gap on summative and benchmark assessments for SWDs, ENLs, and black males.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		ELA and math interims, STAR 360 benchmarks, common assessments, walkthrough data
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.
10/1/2018	12/1/2018	Provide staff with Professional Development: questioning and rigorous materials
7/1/2018	9/1/2018	Leadership team will develop a walkthrough form to include student-centered learning, rigorous materials, and CRE
10/1/2018	6/1/2019	Leadership team will review walkthrough data monthly and share results with teachers
10/1/2018	6/1/2019	Provide staff with Professional Development on CRE
7/1/2018	9/15/2018	Leadership team will develop a calendar for teacher walkthroughs and feedback around student centered learning and rigorous materials
9/1/2018	6/30/2019	Teachers will conduct walkthroughs and provide peer-to-peer feedback around student-centered learning and rigorous materials

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:		January 2018
B2. DTSDE Review Type:		District Review
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 recommended developing a Tier I approach to behavior by aligning teacher classroom management plans with TSS practices.
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 30, 2018, teachers will develop classroom management plans that are aligned to TSS practices. Success will be measured by a 10% decrease in discipline referrals and a 3% increase in average monthly attendance by June, 2019.
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	9/7/18	Share research and provide PD around TSS-aligned classroom management plans
9/1/2018	9/15/18	Teachers turn in behavior plans for review by leadership
9/1/2018	6/30/19	Leadership and PPS teams will review monthly attendance and referral data and make remediation plans for focus students
10/1/2018	6/30/19	Leadership team will review teacher discipline data and provide feedback to teachers to improve classroom mgmt plans
6/1/2018	6/30/18	TSS Team will establish meeting dates and PBIS calendar for year
7/2/2018	9/30/18	TSS Team will plan agendas for monthly P2 assemblies and provide P2 curriculum to teachers for implementation

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:	
B2. DTSDE Review Type:	

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 indicates that parents lack access to the academic and social/emotional progress of their children.
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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, the school leader, with the parent liaison, family engagement team, and BLT will create a communication plan between staff and families. Success will be measured by 100% of parents having access to academic and behavioral reports of their children.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	parent surveys, signed progress reports/letters, sign-in sheets, followers on facebook/twitter

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	6/30/2019	Hold monthly parent/family workshops/events
6/1/2018	9/7/2018	Summer parent survey (with choice menu) for topics parents would like for workshops in 2018-19 SY
9/1/2018	6/30/2019	Monthly coffee chats w/ principal
9/1/2018	6/30-2019	Monthly newsletter from Parent Liaison
7/1/2018	9/7/2018	Develop format for progress reports that includes a parent signature
9/1/2018	6/30/2019	STAR360 benchmarks will be used for K-2 progress reports 4 times a year
9/1/2018	6/30/2019	Progress reports around ELA and Math Interim assessments will be sent home after each assessment (6 times/yr)