

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010026
School Name:	Van Corlaer Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Mariann Bellai	Title	Principal
Phone	518 370-8270	Email	bellaim@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)
September 19, 2018	Conference Room	April 17, 2019	Conference Room
October 17, 2018	Conference Room	May 15, 2019	Conference Room
December 19, 2018	Conference Room		
January 16, 2019	Conference Room		
March 20, 2019	Conference Room		

Name	Title / Organization	Signature
Mariann Bellai	Principal	
Kelly Quattrini	Special Education Teacher	
Christina Howard	Instructional Supervisor	
Jennifer Riley	General Education Co-teacher	
Rebeca Reynolds	Psychologist	
Lisa Relation	General Education Teacher	
Kimberly DeLucia	Reading Specialist	
Michelle Harrell	Reading Specialist	
Maria Iovinella	General Education Teacher	
Adam Montross	Parent	
Lynn Curtis	Paraprofessional	
Wanda Contes	Paraprofessional	
Chelsea Fawcett	General Education Teacher	
Brittany Watson	General Education 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").

- | | |
|-------------------------------------|---|
| <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 type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" 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 type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" 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 checked="" type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input 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 type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was 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 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 checked="" 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 checked="" 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
X	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).

The introduction of grade level data team meetings to inform instruction. These teams included a core team of specialists to assist with student success. School leaders participated in these meetings, and, together, the team used the data to help inform instruction. Preliminary results from teachers have shown a much higher than usual amount of student growth. While the preliminary data from classrooms shows growth, interim data still reveals an achievement gap. Thus, this year's plan will build upon the work that started last year, and start looking at data by subgroups in an effort to decrease, and eventually eliminate, the achievement gap for specific subgroups.

- 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.

One adjustment that was made mid-year was the introduction of question stems and the use of mini-quizzes using released questions to provide weekly data to inform instruction more quickly. This coincides with the feedback from this year's data team review, which suggested creating formative assessments that are the same across grades, so we have a more consistent set of formative data to work from.

In developing the CURRENT YEAR'S plan:

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

Our Building Leadership Team (BLT) will develop a Google Form for collecting data on student centered discussions, through the lens of culturally responsive education. The building leaders will send out weekly or bi-weekly e-mails with walkthrough data. Through the faculty meeting time on the first Tuesday of each month, building leaders, with the help of the BLT, will deliver professional development around culturally responsive education, based on various professional materials. There will be bi-weekly reading of materials/books/articles to assist staff to work through culturally responsive education during one weekly PLC time. We will add formative assessments to the lesson plan collection template, as well as well as formative assessments to data team meeting agendas. School leaders will collect lesson plans to provide actionable feedback to teachers around student led instruction, academically productive talk, and culturally responsive practices. School leaders will complete weekly walkthroughs to collect and share evidence with staff based on the actionable feedback leaders have given on their lesson plans. Staff will analyze monthly data and disaggregate by subgroups to adjust instruction to meet the needs of all learners. Our Building Leadership Team agendas will include time to look at data by subgroups, monthly. Teachers and school leaders will begin this with summer curriculum work focused on designing student centered and culturally responsive lesson plans. Our pupil personnel staff will review the new district wide ISP-B, and BIP forms at the October faculty meeting. A PPS grade level representative will be included in monthly data team meetings. A google spreadsheet will be created, shared, and analyzed to track the number of students receiving outside intervention monthly. We will also continue professional development on TSS during PLC time and faculty meetings.

- 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.

Mission:

To create a safe and supportive environment that inspires life-long learners and responsible citizens.

Goals:

1. To build a school culture based on high expectations and accountability for learning and behavior, with family and community partnerships.
2. To foster student success through the use of varied, innovative, and engaging methods of teaching.
3. To instill in our students the value of being a safe, respectful, and responsible citizen both a Van Corlaer and in the community.

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

Data team meetings and planning meetings will focus on the use of formative assessments that provide actionable feedback to decrease the proficiency gap between our highest and lowest performing subgroups by 25%. Curriculum development, lesson planning, and unit planning that focuses on student-centered learning and culturally responsive practices in order to decrease the proficiency gap between our highest and lowest performing subgroups 25%.

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

Our newly created school wide walk through electronic form will provide us with data that will be shared with teachers weekly 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. Our data team meetings and planning meetings will focus on the use of formative assessments that provide actionable feedback to decrease the proficiency gap between our highest and lowest performing subgroups. We will add formative assessments to the lesson plan collection template. As well as add formative assessments to data team meeting agendas. School leaders will collect lesson plans to provide actionable feedback to teachers around student led instruction, academically productive talk, and culturally responsive practices. School leaders will complete weekly walkthroughs to collect and share evidence with staff based on the actionable feedback leaders have given. Staff will analyze monthly data and disaggregate by subgroups to adjust instruction to meet the needs of all learners.

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

Professional development must be provided for all teachers around CRE. The biggest barrier we will face is how readily teachers are able and willing to adopt the principles learned in our PD. I think that for some, the transition to CRE will be more natural than for others. Thus, asking adults to learn and implement on the fly will be the biggest barrier to this work.

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

Trauma Sensitive Schools conference, Trauma Sensitive Schools team to provide professional development to staff- both of these opportunities will assist us in decreasing the number of students requiring out of class support by providing teachers with more culturally responsive and trauma understanding instruction. Teachers will have an opportunity to work on curriculum over the summer. This curriculum development, lesson planning, and unit planning will focus on student-centered learning and culturally responsive practices in order to decrease the proficiency gap between our highest and lowest performing subgroups. Teachers will receive professional development around the new walkthrough tool which will also identify which culturally responsive areas will be targeted. Staff will also continue to receive professional development around the use of data to inform instruction and begin to disaggregate data by subgroups for intentional planning to reduce the proficiency gaps between our highest and lowest performing sub groups. The district's new universal screener, STAR 360, will also be used and will provide us with data we will analyze and staff will receive training on this initiative. Staff will begin reading various material around trauma sensitive initiatives as well as culturally responsive education. We will also provide professional development on formative assessments and what they tell us so we can improve our instruction. Our pupil personnel staff will provide professional development on Individual Student Plans and Behavior Improvement Plans to staff.

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

Faculty meetings, PLC meetings, Data team meetings, School Based Support Team meetings, Daily Morning Messages via email to staff, Back to School Nights, Monthly assemblies and events, PTO/PPT montly meetings, Committee on Special Education meetings

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

The SCEP will be on the SCSD home page as well as on the school home page. It will be shared at parent partnership/PTO meetings, at back to school nights and shared at conferences.

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:	3/7/2018-3/8/2018
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 gap is that walkthrough feedback, 2017-2018, did not lead to a change in teacher practices, which continued the practice of creating dependent learners not independent learners.
---	---

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 walkthrough data will be shared with teachers weekly 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.	Improve teacher feedback

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.
5/30/18	7/1/18	BLT will develop the Google Form for collecting data on student centered discussions, through the lens of CRE.
10/1/18	6/30/19	Building leaders will send out weekly or bi-weekly e-mails with walkthrough data.
10/2/18	6/4/19	Through the faculty meeting time on the first Tuesday of each month, building leaders, with the help of the BLT, will deliver PD around culturally responsive education, based on the completed readings.
9/5/18	12/31/18	Bi-weekly reading will be provided for staff to unpack during one weekly PLC time

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:	3/7/18-3/8/18
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.	Teachers were not regularly using formative assessments and accountable talk practices to inform instruction.
---	---

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, 100% of data team meetings and planning meetings will focus on the use of formative assessments that provide actionable feedback to decrease the proficiency gap between our highest and lowest performing subgroups by 25%. Increase student performance measures for targeted groups by decreasing the proficiency gap. Increase student performance measures.
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.
5/30/18	7/1/2018	Add formative assessments to the lesson plan collection template.
9/18/18	6/28/19	Add formative assessments to data team meeting agendas.
9/12/18	6/28/19	Collect lesson plans to provide actionable feedback to teachers around student led instruction, academically productive talk, and culturally responsive practices.
9/4/18	6/28/19	Complete weekly walkthroughs to collect and share evidence with staff based on the actionable feedback leaders have given.
10/4/18	6/29/19	Analyze monthly data and disaggregate by subgroups to adjust instruction to meet the needs of all learners.

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:	3/7/18-3/8/18
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 IIT team observed that instruction was very teacher centered and did not incorporate consistent accountable talk practices or student led instructional strategies. The IIT team also observed that the data in the building was not being disaggregated by subgroups during the BLT or data team meetings.
---	---

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 of 2019, 100% of teachers will have participated in curriculum development, lesson planning, and unit planning that focuses on student-centered learning and culturally responsive practices in order to decrease the proficiency gap between our highest and lowest performing subgroups 25%. Increase student performance measures for targeted groups by decreasing the proficiency gap. Increase student performance measures.
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.
5/30/18	7/1/18	Modify the lesson plan collection template to include student centered focus and culturally responsive practices.
9/23/18	6/28/19	BLT adendas will include time to look at data by subgroups, monthly.
7/21/18	8/30/19	Teachers and school leaders will begin this with summer curriculum work focused on designing student centered and culturally responsive lesson plans.

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:	3/8/18-3/9/18	
B2. DTSDE Review Type:	District Led 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.	PPS were not attending data team meetings on a regular basis which led to plans for students being created in a somewhat isolated manner.	
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 of 2019, the grade level member of the PPS team will attend the data team meetings in an effort to create student management plans with the classroom teacher that supports the decrease in the number of students requiring out of class support by 10%. Improve student behavior measures	
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.
10/2/18	10/2/18	PPS will review the new district wide ISP-B, and BIP forms with the faculty at the October faculty meeting
10/18/18	6/13/19	PPS grade level representatives will be included in monthly data team meetings
9/18/18	6/13/19	A Google spreadsheet will be created, shared, and analyzed to track the number of students receiving outside intervention monthly
7/18/18	6/28/19	Continue professional development on TSS during PLC time and faculty meetings.

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:	3/8/18-3/9/18
B2. DTSDE Review Type:	District Led 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.

Teachers and school leaders identified that families with students that are bussed are often the most difficult to engage.

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.

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

By June of 2019, we will increase, by 25%, the percentage of parents that attend events by providing bussing for parents of students that are bussed

Increase parent attendance at workshops and engagement 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.
7/1/18	6/28/19	Money will be allocated in our SCEP Plan for busses to pick up at central locations and transport parents to school events