

<b>LEA Name:</b>	Schenectady City School Districct
<b>LEA BEDS Code:</b>	530600010017
<b>School Name:</b>	Yates Elementary School

## 2018-2019 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	Robert Flanders	<b>Title</b>	Principal
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<b>Website for Published Plan</b>	<a href="http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans">http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans</a>		

**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)
May 22, 2018	Library		
June 7, 2018	Rm. 104		
June 21, 2018	Library		
July 5, 2018	MO		
July 11, 2018	Oneida		

Name	Title / Organization	Signature
Robert Flanders	Principal	
Samantha Eichele	Instructional Supervisor	
Christopher Rakus	Grade 3 Teacher	
Amber Shippey	Pre-K Teacher	
Erin Backaus	Kindergarten Teacher	
Carrie White	K-2 Co-Teacher	
Megan Donohue	Special Education Teacher	
Susan Alviene	Intervention Specialist	
Kathryn LaMica	3-5 Co-Teacher	
Danielle West	Grade 5 Teacher	

## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

The focus on student comprehension and higher order questioning has changed teacher lesson planning in the building. Teachers display and articulate higher order question stems for

- 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.

The mindfulness curriculum was modified and a teacher to implement the curriculum across all grades was added.

**In developing the CURRENT YEAR'S plan:**

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

Increased use of high leverage practices, feedback loop on teacher lesson plans, mindfulness in the classroom, quarterly progress reports, student goal-setting documents, student data portfolios

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

Curriculum and Instruction, Critical thinking skills, Teacher practices, decisions, and reflection, Family and community engagement

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

The mission is to graduate students who produce, perform and create, who contribute to the richness of their lives and those around them; who believe in their own worth, respect oth

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

8% of all subgroups will increase their higher order thinking skills measured by internal assessments and state assessments \*8% of the Economically Disadvantaged subgroup will increa

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

Walk through protocols will provide data and a regular check on the implementation of the systematic approach to literacy. Professional development will take place on Thursday of ea

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

The number of walk-throughs may be limited by other activities taking place. These events effect both the teacher and the staff completing the walk through.

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

Weekly professional development will be provided by teachers and building leaders. Professional development topics will be guided by the current needs of the building. Topics will ra

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

The school leader will hold PPT events, PTO meetings, parent newsletters, assemblies, staff recognition events, parent conferences, and quarterly progress reports.

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

The plan will be available on the district web-site, and in the main office at Yates School.



each lesson. The building walk-through form was modified quarterly during 2017-2018 school year to monitor the use of higher order questioning stems. Implantation of the systematic literacy b

ers and exhibit a love for learning. Students are required to write for critical analysis and cannot do so without the proper learning objectives and question stems. Therefore, alignment of curricul

se their higher order thinking skills measured by internal assessments and state assessments

ch week using walk through data to identify areas of need. The building Principal and Instructional Supervisor along with school district experts will provide this targeted professional developmer

nges from trauma to literacy instruction to classroom management. Grade level resources and strategies will be examined and questions regarding lesson planning will be answered in the followi



lock was regularly monitored by the buildin

lum and instruction will be regularly monitc

1t. Monthly meetings with grade levels will

1g areas: phonics/phonemic awareness, vor

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 2018
<b>B2. DTSDE Review Type:</b>	District-Led

<b>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.</b>	Based on the DTSDE review upcoming professional development should focus on student goal setting and feedback on academic and behavioral progress.
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<b>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.</b>	By June 2019, 80% of students will have collaboratively set measureable academic and social emotional goals with embedded benchmarks including a targeted action plan.
<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Student Growth Percentile for Low Income Students, Student Average Daily Attendance, Walk Through Data, Student Growth Data, Teacher Attendance at Professional Development, student goal setting documents

<b><u>E1. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>E2. End Date:</u></b> Identify the projected end date for each activity.	<b><u>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.</u></b>
Aug 2018	Sept 2018	Teachers will develop student goal setting document during the first month of school to assist students in creating goals.
Aug 2018	Sept 2018	A template will be chosen by grade level teachers to communicate to parents.
Aug 2018	Sept 2018	Building leadership will provide PD on student academic and social emotional goal setting.
Sept 2018	Nov 2018	Teachers introduce goal setting to students including student specific benchmark data.
Oct-18	Dec 2018	Teachers meet with students and parents to collaboratively set goals.
Nov 2018	June 2019	A cycle (monthly) of student data meetings will be created by admin to review student action plans.
Nov 2018	June 2019	Building leadership will facilitate grade level data meetings to monitor and review action plans based on triangulated student data.
Nov 2018	June 2019	Intervention Specialist and Gen Ed Continuum co-teachers will lead professional development for eight monthly grade level meetings by attendance zone related to skill deficits determined during student goal setting and data meeting sessions.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Feb. 2018
<b>B2. DTSDE Review Type:</b>	District Led

<b>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.</b>	Based on the DTSDE review, teachers begin/continue work collaboratively with students to understand their current level of achievement and work with students to create individualized academic goals, tied to HLP's and subgroups.
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<b>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.</b>	By June 2019, 80% of classroom teachers will have collaboratively created individual student goals and align pedagogy consistent with identified student needs in lesson plans to improve student academic success measured by classroom walk-thoughts and benchmark assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Attendance at weekly professional development, minutes from feedback loop, teacher lesson plans, student growth data, student goal setting documents

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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 2018	Sept 2018	PD for all staff on common lesson plan template by admin and general education continuum teachers to ensure consistency across building and clear alignment between student need an pedagogy.
Sept 2018	June 2019	PD on HLP's by intervention specialist and building leadership to address identified student needs.
Sept 2018	Oct 2018	Training on student data portfolio by Gen Ed Cont. teachers to assist teachers in creating student portfolios and clearly identifying student needs.
Sept 2018	June 2019	All teaching staff attend regular cycle of PD on use of STAR 360 by district admin to gather data to inform student goals and lesson planning
Sep-18	June 2019	Intervention specialist, district admin, and general education co-teachers will create and facilitate weekly professional development to pedagogy with student needs identified using benchmark data and district assessment flow chart.
Sept 2018	June 2019	Building admin will analyze lesson plans for alignment with student needs and goals and provide feedback on lesson plans bi-weekly.
Oct 2018	May 2019	The walk-through tool will be modified to monitor lesson planning including HLPs and CRE tools and strategies
Sep 2018	June 2019	The building leadership team will develop and analyze the walk-through tool on a quarterly basis to provide feedback to teachers on lesson plans and integration of HLPs offered during weekly PD.

Oct 2018

May 2019

Recommendations for professional development will be made by the leadership team based on walkthrough data.

## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 2018
<b>B2. DTSDE Review Type:</b>	District Led

<b>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.</b>	Based on the DTSDE review, continue the practice of sharing action plans vertically across all grade levels so common strategies can be developed that address identified gaps between grade levels.
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<b>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.</b>	By June 2019, 90% of teachers will participate in a regular cycle (bi-weekly) of grade level data meetings to focus on the creation of SMART goals based on student academic and social emotional needs as identified in student goal setting documents.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Lesson plans, attendance at professional development, PLC meeting minutes, professional development agendas, walk through data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug 2018	Dec 2018	District admin and turn key trainers will provide professional development on reports available on STAR 360 to assist with identifying student skill deficits.
Sept 2018	June 2019	Building admin and Gen Ed Cont. teachers will create and provide weekly professional development on HLPs to create a teacher tool kit of strategies
Sept 2018	June 2019	Building admin will hold structured grade level data meetings to reveal common themes both horizontally and vertically
Sept 2018	June 2019	Building admin will hold monthly student data meetings to measure understanding of individual goals and milestones toward that goal.
Sept 2018	June 2019	Building leadership team will develop and implement a walk-through tool to measure fidelity of practices present during PD sessions.
Aug 2018	Oct 2018	Building admin will create a document to guide data meetings to reveal relevant themes and trends
Sep-18	Jun-19	Weekly professional development designed and implemented by building leadership and the General Education Continuum teachers will target teacher practice that will address the skill deficits identified during grade level and student data meetings.
Sep-18	Jun-19	Data on the implementation of these practices with fidelity will be collected by the team using a walk through tool modified quarterly.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		February 2018
<b>B2. DTSDE Review Type:</b>		District Led
<b>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.</b>		Based on the DTSDE review, the team recommends continuing this tracking and analysis, as well as expand into areas of behavioral student goal setting and monthly PBIS initiatives.
<b>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.</b>		By June 2018, 80% of students will have created a social emotional goal and an aligned strategy or intervention will be assigned resulting in a lower number of discipline referrals.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Attendance at TSS Institute, lesson plans, and walk throughs, student goal setting documents
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug 2018	Sept 2018	Building admin will provide PD on social emotional goal setting for teachers to collaborate with students in their classroom.
Aug 2018	Nov 2018	A sensory room will be created by building admin and social workers to address the needs of students requiring this proactive solution based on goal setting documents.
Sept 2018	Jun 2019	PPS staff will provide training on interventions aligned with identified social emotional goals for teacher lesson planning.
Sept 2018	Nov 2018	Teachers will assist students in aligning social-emotional goals with interventions.
Oct 2018	June 2019	PPS staff will meet with student groups based on common goals to discuss and learn new coping strategies.
Oct 2018	June 2019	A quarterly behavioral screener administered by district behavioral specialists will be used by teachers to develop interventions to meet the needs of students.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	February 2018
<b>B2. DTSDE Review Type:</b>	District Led

<b>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.</b>	The team recommends that all staff continue to send academic and behavioral progress reports home via multiple pathways. The team also recommends that school events include components of parent/family education around academics, available resources and social emotional health so that levels of awareness are raised and a clear pathway for supports at home is available.
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<b>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.</b>	By June 2019, 70% of families will collaboratively assist in creating academic and social emotional goal setting documents for students.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Progress report, PLC minutes, Parent surveys, parent attendance at goal setting sessions

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug 2018	May 2019	Professional development by Gen Ed Cont. teachers and PPS staff will take place to provide teachers the tools to assess student academic and social emotional needs.
Sept 2018	June 2019	Student data portfolios and goal setting documents will be collaboratively created by classroom teachers and students.
Nov 2018	May 2019	Teachers will meet with parents quarterly to develop student academic and socio-emotional goals to improve academics and untie social emotional coping strategies.
Oct 2018	June 2019	Teachers will be available at times convenient for parents to meet and discuss student goals.
Sept 2018	June 2019	Materials for students to reach academic and socio-emotional goals will be provided by staff for students to use in the classroom and at home to foster consistent school-home practice.
Sep-18	Oct-18	A schedule of school events to include family education will be created by building admin, parent liaison and PTSO and communicated via multiple modes of communication by October 2018.