

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010018
School Name:	Jessie T Zoller

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Patricia Doyle	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)
June 13 2018	Zoller	6-Jul-18	
June 14 2018	Zoller		
June 15 2018	Zoller		

Name	Title / Organization	Signature
Patricia Doyle	Principal	
Desmond O'Connor	Instructional Supervisors	
Annalisa Mertz	Intervention Specialist	
Jean Borger	Social Worker	
Mary Jo Homenick	Kindergarten Teacher	
Erin Cohen	Parent Liason	

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

The BLT teacher lead walkthroughs involved all teaching staff in the building - allowing all teachers to provide peers feedback on their instructional strategies and high leverage practices. Teachers instructional strategies and depth of knowledge regarding appropriate interventions improved due to ongoing professional development and participation in research based book studies. Principal and Instructional Supervisor provided targeted feedback and professional development to specific teachers needing extra support. Training in TSS strategies created a culture and mindset to enhance social and emotional wellbeing inturn improving student academic learning. Student outcomes improved in both ELA and Math as evidenced on interims and amesweb assessments.

- 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.

2 turn key trainers were sent to guided math training (spring 2018) related to tenet 4. The 2 teachers will be providing turn key training to all K-5 teachers during 2018-2019 school year. These ongoing training s will enhance the instruction la strategies during the math block impacting student achievement.

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

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

A literacy block checklist will be created and utilized that will reflect effective explicit differentiated literacy instruction, high leverage practices, and culturally responsive indicators. Data will be analyzed through the BLT and administration to then develop individualized support plans and targeted professional deveolpment for teachers.

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

Identify the specific needs of each teacher as related to literacy block instructional strategies, high leverage practicess and culturally responsive practices. Providing professional development that is targeted to needs. Ensure that black students and students with special needs are a focus for improvement.

- 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.

All students will be provided an enriched curriculum, diverse instruction that is culturally responsive aligned to CCLS, in a safe environment, supported by the entire school community.

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

8% increase in student scores on READ360 and district interim assessments Fall - Spring for black students and students with special needs.

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

PLC meet several times during the week to analyze student data, plan instructional and intervention startegies, aligning to the curriculum and lesson plans that is higher order and culturally responsive. Once a month the Oneida elementary schools (attendance zone) will meet in grade level configurations k-2 3-5 to share best practices, analyze student data and work, plan for engaing curriculum and lesson plans.

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

Teachers will need to buy in to the culturally responsive education and TSS initiatives and embrace the training s and professional development that is forthcoming. In addition, teachers will need to reflect on their current practices and be open to change if there is evidence of lack of student growth.

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

Each faculty meeting will center on a HLP professional development and will be aligned to the Oneida MS and the elementary attendance zone. Rationale is to have all teachers in attendance zone focusing on the same HLP to improve student learning and teacher practices. Weekly PLC will be agenda driven and will focus on student data, intervention strategies to enhance student learning. CRE, TSS training s and PLCs will continue to ensure that all staff understand and implement practices aligned to research that enhance student social, emotion and academic learning.

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

Monthly newsletter reporting on SCEP progress and academic achievement is sent home via principal's office. Booster bags will continue to be created and handed out to families providing instructional materials and aides to use at home. Parent workshops will be held throughout the year by various stakeholders to assist parents with instructional strategies and curriculum competencies as well as seamless access to school and community resources. A family handbook, BEST Assemblies, family academic evening events will continue to strengthen relationships and enhance student learning.

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

District website, Back to School Night, orientations for Pre-K and K, and an at a glance sheet will be created to give to parents in the fall of 2018.

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:	Oct-17
B2. DTSDE Review Type:	District

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 indicated School leaders should facilitate the development of a literacy block checklist and utilize the checklist in walkthroughs in order to provide teachers/interventionists with explicit, actionable feedback. This will increase ELA achievement with black students (gap 8%) and students with disabilities (gap 21%).
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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 2018, the school leaders will develop a literacy block checklist for walkthroughs and provide actionable explicit feedback monthly and ongoing supports to teachers and interventionists to increase ELA achievement for black students and students with disabilities by 8%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student scores on Read360 and district interim assessments Fall and Spring for black students and students with disabilities.

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	10/1/2018	A Literacy Block Walkthrough form will be created to reflect effective explicit differentiated literacy instruction, high leverage practices, and Culturally Responsive elements.
9/15/2018	10/31/2018	BLT will conduct literacy block walkthroughs and provide explicit feedback for instructional improvement.
11/1/2018	11/10/2018	Meet with teachers and identify teachers that need support with literacy instruction and develop individualized support plans and school-wide PD opportunities.
11/10/2018	12/22/2018	BLT will conduct literacy block walkthroughs and provide explicit feedback for instructional improvement.
1/2/2019	1/12/2019	School leaders will meet with teachers and grade-level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plan and modify it accordingly
1/15/2019	2/28/2019	BLT will conduct literacy block walkthroughs and provide explicit feedback for instruction improvement.
3/1/2019	3/9/2019	School leaders will meet with teachers and grade level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plan and modify it accordingly.
3/12/2019	5/11/2019	BLT will conduct literacy block walkthroughs and provide explicit feedback for instructional improvement.

5/14/2019	5/25/2019	School leaders will meet with teachers and grade level teams to analyze individual Literacy block walkthrough data to gauge the effectiveness of support plan.
10/1/2018	5/31/2019	Intervention Specialist will be lead professional development for seven monthly grade level meetings by attendance zone. The agenda will be derived form literacy block walkthrough data and be structured K-2 (1 per month) (3-5 1 per month)
10/1/2018	5/30/2018	Outside Administrator will complete monthly Literacy Block walkthroughs in each class and share observations with Admin and provide feedback to teachers.
7/1/2019	9/1/2019	Summer BLT to reflect on and to develop the SCEP for 2019-2020
10/28/2018	10/28/2018	Send 1-2 staff to Literacy for All Conference - Lesley University (Rhode Island)

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:	Oct-17
B2. DTSDE Review Type:	District

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 indicated Teachers should include components of effective, explicit, differentiated literacy instruction within their lesson plans. To increase ELA achievement with black students (gap 8%) and students with disabilities (gap 21%).
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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, all teachers will utilize a lesson plan format that ensures quality literacy block lessons that will incorporate High Leverage Practices that will require explicit differentiated literacy instruction, and critical thinking and teachers will create culturally responsive lessons impacting student achievement on interim assessments and READ360 by 8% for black students and students with disabilities.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Fall and Winter scores on Read360 and district interim assessments for black students and SWD

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, 11/1/2018, 12/1/2018, 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018, 11/28/2018, 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Principal and IS will articulate lesson plan expectations at the opening faculty meeting and 2 literacy block lesson plans will be collected from each teacher each month and feedback based upon components of explicit differentiated literacy instruction, CRE, and HLPs will be provided by administration.
10/1/2018, 11/1/2018, 12/1/2018, 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018, 11/28/2018, 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Principal, IS, and grade level teacher leaders will hold agenda driven PLC meetings weekly to review literacy block walkthrough feedback, student assessment data, intervention strategies, High Leverage Practices, and CRE implementation.

9/1/2018	10/1/2018	A PLC/PD calendar will be developed by Admin aligned to needs as determined by review of literacy block walkthrough feedback, student assessment data, intervention strategies, High Leverage Practices, and CRE implementation. The data analysis will specifically target black males and students with disabilities.
10/1/2018, 11/1/2018, 12/1/2018, 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018, 11/28/2018, 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Teachers will implement on-demand writing activities where students will be asked to answer 2 higher order questions and where students are asked to analyze, synthesize, evaluate, or create.
10/1/2018, 11/1/2018 12/1/2018 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018 11/28/2018 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Teachers will meet to analyze on-demand data using NYS rubrics to score.
10/1/2018	3/1/2019	Teachers will participate in book study groups that focus on culturally responsive instruction.
9/1/2018	12/30/2018	Professional books will be purchased reflecting the latest research on Cultural Responsive Education, Trauma Sensitive Schools, HOTS, rigor, engagement, reading and effective strategies for intervention to be utilized throughout the year in PLCs.
10/1/2017	5/30/2018	Specific teachers will be targeted to attend professional development related to HLPS and Culturally Responsive Education.
10/1/2018	5/30/2018	Intervention Specialist PD facilitator for the monthly attendance zone grade level meetings (2 hours planning time)
9/1/2018	9/30/2018	Mcgraw Hill 2-5 wonderings will be purchased to support differentiated literacy instruction.

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:	Oct-17
B2. DTSDE Review Type:	District

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 indicated Teachers and interventionists should develop a balanced literacy (math) look for checklist that outlines the components of effective, engaging, explicit literacy instruction within the literacy block(math block) (per the literacy plan and the phonics curriculum guide (math guide)) for Tier I. To increase ELA/Math achievement by 8% for black students and students with disabilities.
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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.	Beginning October 2018, all teachers will implement explicit differentiated literacy (math) instruction and teachers assist students with goal setting based on READ360, IXL and interim assessment results as well as classroom and formative assessments. Student achievement on Read360 and Interim Assessments will increase by 8% for black males and students with disabilities.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Fall and spring scores on Read360 and district interim assessments for black students and SWD.

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	10/31/2018	Teachers will collaborate to modify and improve systems for student goal setting that impact student achievement in Kindergarten through fifth grade using Star360, Razz Kids +, IXL and interim assessments.
10/1/2018, 11/1/2018, 12/1/2018, 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018, 11/28/2018, 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Intervention Team will complete monthly walk throughs in each class providing feedback to teachers regarding effective literacy block and math block instruction.
10/1/2018, 11/1/2018, 12/1/2018, 1/2/2019, 2/1/2019, 5/1/2019	10/31/2018, 11/28/2018, 12/21/2018, 1/31/2019, 2/28/2019, 5/31/2019	Principal, IS, and Intervention team will collaborate and review progress monitoring on targeted students including black students and students with disabilities monthly and provide feedback and support.

10/1/2018	3/1/2019	As a result of the analysis and participation in book study and staff development teachers will create lessons that are culturally responsive as a result of participation in a book study & staff development
10/1/2018	5/1/2019	Targeted after-school program. Grades k-2 Ready to Read--vocab, fluency, early literacy skills--October to May
10/1/2018	5/1/2019	Targeted after-school program. Grades 2-5. Four days a week to address deficiencies in ELA and math October to May
9/1/2018	5/1/2019	Purchase Taking Action book for teachers to implement effective teaching strategies in the math block. Book Club.
9/1/2018		NCTM membership--8 effective teaching strategies for teachers to utilize in the math block.
9/1/2018		Principles to Actions book regarding the 8 effective teaching strategies for math (bookclub).
9/1/2018		Webinars--turn key training-- Linda-Mood Bell--Visualizing and verbalizing for language comprehension and thinking in Literacy Block and Linda -Mood -Bell- on cloud nine for math block instruction
9/1/2018		F & P LLI Gold System for use in interventions during the literacy block
9/1/2018		Dyslexia: Characteristics, Evaluation and teaching Recommendations(Orton-Gillingham)--Online webinar and screening tool
9/1/2018		Graphic novels--high interest non-fiction books--CRE and social Justice Books for literacy block
10/1/2018		Teacher will collaborate to create to create a cross curricular 4pt rubric that can be used by students so they can reflect on learning and level of success. And large dry erase rubric posters will be purchased for classrooms.
9/1/2018	6/30/2019	Shoebox text set--skills box curriculum for life skills classes--provides manipulatives for our tactile learners
9/1/2018	8/1/2019	IXL program will be purchased K-5

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:		Oct-17
B2. DTSDE Review Type:		District
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 indicated School leaders should develop a system to progress track and monitor missed instructional time due to behavioral or attendance issues by teacher/interventionist. This in turn will increase ELA achievement with black students (8% gap) and students with disabilities (21% gap). Zoller is one of many schools within the Schenectady City School District with a significant number of children residing at or below the poverty level, experiencing one or more adverse childhood experiences; neglect or other forms of trauma, and who demonstrate high levels of defiance, disrespect and insubordination as a result of these challenging experiences. In addition, students with adverse childhood experiences; poverty, neglect and other forms of trauma, are more likely to struggle with daily attendance and are at higher risk of becoming either the target or the aggressor of bullying behaviors. Disciplinary data shows that most bully related behaviors occur during unstructured social segments of the day (gymnasium, playground and cafeteria) and indicate that most students involved in these discipline referral are black males and or Special Education students. Therefore, all staff need to be educated on how to identify these challenges of adversity and trauma and how to respond with proper interventions rather than react with negative punitive measures, especially for black students who are statistically at greater risk of school drop out. In addition, recent studies show that black males are 70% more likely to be given a diagnosis for ADHD in response to "bad behaviors" and therefore are at higher risk of being labeled for Special Education.
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.		During the 2018-2019 school year, all staff will receive professional development training with research based trauma information and the school will implement researched based interventions that are specific to adverse childhood experiences; poverty, neglect and other forms of trauma. The staff training and interventions specific to truancy and trauma are a means of reducing discipline referrals by 10%, reducing absenteeism and tardiness by 10%, and increasing academic progress by 10% as evidenced by quarterly reviews of discipline data, attendance meetings and interim and formative assessments. More specifically, a means of reducing the higher incidents of truancy and punitive consequences for black male students and students with identified Special Education needs. The administrative and educational staff will supportive new and innovative techniques and increased knowledge to help encourage both the teachers and student learners to improve motivation and change negative attitudes and actions. Professional Development on identifying and responding to trauma and the behavior that manifests in our children (especially black males and students identified with Special Needs) has already been initiated with our administration and Professional Pupil Staff and the process of educating and training all educators will continue over the next 12 months.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Fall and spring Read360 and district interim assessment scores for black students and SWD. Student Average Daily Attendance Reduction to discipline referrals
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		Create a google doc that will track discipline and monitor missed instructional time due to behavioral issues.
10/1/2018	3/1/2019	Therapy dog Program
9/1/2018	6/30/2019	Gemenii educational program for two Intensive Skills classrooms
09/01/18	11/01/18	Place a purchase order for all needed therapeutic tools, sensory manipulatives, furniture and housekeeping items needed for sensory classroom space and a therapeutic sensory room. Design and create the sensory room and classroom spaces.
07/01/18	12/01/18	All staff to read Trauma-Sensitive Schools; Learning Communities Transforming Children's Lives, K-5.
09/01/18	10/01/18	Schedule an adult to structure and facilitate a Therapeutic Recreation Program for students at high risk of negative social interactions during lunch, recess.
09/01/18	09/29/18	Train identified support staff on the structure and supervision of the sensory room process.
09/05/18	10/01/18	PLC for staff members on identification of signs and triggers for students in the classroom and how and when to use the sensory space for de-escalation.
09/01/18	09/22/17	Identify students appropriate for scheduled sensory room interventions
09/01/18	09/22/17	Create information and permission form for parents of children recommended for the sensory therapy room.
09/06/18	09/22/18	Social Worker to introduce identified students to the sensory room
09/01/18	09/30/18	Place order for 3 sensory room rugs
09/01/18	09/30/18	place order for wobble stools for several classrooms, lap pads, XL pea pod, kinectic sand, head phones, pencil grips, kickee bands, light filters, punching bag, student stand up desks, and soft rocking chair for sensory areas.
10/15/2018	6/1/2019	Identify and match students and teachers to implement the annual HUGS (Hello, Update, Goodbye) resiliency program.
10/1/2018	6/30/2019	monitoring of building attendance; initiate letters by day 5-10, phone calls and home visits as needed.

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:	Oct-17
B2. DTSDE Review Type:	District

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 indicated School leaders should create a multi-modality communication system to ensure that parents are receiving information in a timely way. Schenectady is the 13th poorest city in the nation for child poverty; compromising a high percentage of single parent families who often lack reliable childcare and transportation. In addition, many of our families work multiple jobs to remain above the poverty level. These factors often result in many of our parents not having the flexibility or the resources needed to attend school functions for parents that are developed to help parents help their students with Common Core Standards. Furthermore, many of our parents do not have the home resources or the knowledge needed to understand Common Core benchmarks or the strategies needed to help their children in response to quarterly assessments. Multiple modalities of communication will need to be used to better provide access to events and activities to assist families.
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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.	During the 2018-19 school year, school leaders will organize and offer community resources needed to improve our families' ability to attend planned events that are focused on parent understanding of interim assessment results and student aligned goals for academic improvement. In addition, team leaders will create educational resources and strategies for parents to use at home to help their children in response to their child's assessments. Educating parents on how to use the resources and tools will be an additional component of our parent/teacher relationship during the 2018-19 school months. Communication with families will be via - school website, Robo calls and Robo emails, Principal newsletter, teacher newsletter and websites, flyers, school activities calendar for year and sent home monthly.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for black males Student suspension rate (short term / long term) Student Discipline Referrals Parent Attendance at Workshops

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.
09/01/18	10/01/18	Identify grade level leadership teams to develop a Common Core Parent Handbook in both English and Spanish; with the availability of other languages at the request of parents.
09/01/18	10/30/18	Identify grade level leadership teams to develop grade level strategies and tools for parents to take home; identified as "Booster Bags". Purchase returnable bags and purchase tools (books, flash cards, manipulatives, parents instructions etc.) needed to assemble grade level bags to be given to families.
09/01/18	10/01/18	Organize and plan with community resources to improve parent attendance to launch the Handbook and Booster Bags; such as bussing, childcare, food and the use of RoboCalls to help increase communication.
10/01/18	11/01/18	Plan grade level parent nights to discuss, review and teach parents how to use the Handbook for Common Core. In addition, offer grade level tutorials on how to use the materials being given to parents in the Booster Bags for home.
09/01/18	05/01/19	Monthly "Coffee Talk Table" at the drop off circle or in the school vestibule, hosted by the building Parent Liason and 1-2 staff members to communicate upcoming school events and to answer general Q&A during the time of 7:30-8:15.

09/01/18	10/01/18	Identify parent community leaders to post school information at identified community locations and businesses.
9/1/2018	9/1/2019	Web-based instructional programs, like IXL, will be purchased to enhance the home and school learning connection
9/1/2018	11/1/2018	Purchase LLI take home books--orange and green books.
9/1/2018	9/30/2018	Purchase magnetized school date specific calendar and materials for home school connection.