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| <b>LEA Name:</b>      | Schenectady City School District |
| <b>LEA BEDS Code:</b> | 530600010025                     |
| <b>School Name:</b>   | Schenectady High School          |

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

|                                   |   |              |  |
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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.**

| <b>Position</b> | <b>Signature</b> | <b>Print Name</b>  | <b>Date</b> |
|-----------------|------------------|--------------------|-------------|
| Superintendent  |                  | Laurence T. Spring |             |
| Board President |                  | John Foley         |             |

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.



## SCEP Plan Overview

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 a 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

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|   | 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 most significant positive impact that came out of last year's SCEP was moving towards work with a focus around Trauma Sensitive Schools. This path allowed use to coordinate efforts under this umbrella and coordinate thinking inclusive of Restorative Practices and Peer Mediation, both of which had been work we had been doing for several years. The professional development that aligned thinking that supported students in a different and often loving way transformed much of the work we did within the discipline realm. Over the past four years we have seen a drop of 55% in 500 level codes and a 34% reduction in altercations alone. Actually, this year was the lowest in 8 years. Another significant impact was our increase efforts around Restorative Practice circles. Over the course of the year we conducted over 250 circles that supported a variety of needs. Some examples include goal setting, community building, repairing harm, academic, social justice issues like Race and School Safety. The ability to allow students to use their voice to express ideas, thoughts and concerns has been a powerful shift in the work we do with and in support of students.

- 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 of the major mid-year corrections we made was to our use of the in school suspension room. In January we made a conversion of one of the ISS rooms to a therapeutic room manned with a Social Worker. This provided the needed support for students who were deregulated. This was also the place where we conducted attendance circles for those students struggling with engagement in their classes.

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

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

Tenant 2-TSS team will develop and build a cohesive plan that securely puts in place Restorative and TSS Practices  
 Tenant 3 - The PLC format will intentionally focus on specific protocols and use of data to inform instruction  
 Tenant 4 -SHS will fully integrate a goal setting and reflection document for all teachers  
 Tenant 5 - Continued work in decreasing out of school suspensions, with an added full time social worker for the therapeutic ISS room.  
 Tenant 6 - A number of activities focused on increased parental communication and participation.

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

The identified needs that are targeted in this plan continues work around addressing alternative options for discipline, the continuation and build around student voice through restorative circles, the focused attention to build curriculum and culturally responsive classroom practices.

- 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 current mission of the school is: To promote college and career readiness for ALL learners. As part of the SCEP we will be working with all school community stakeholders to review and address recent work around restorative practices and trauma sensitive schools. This can be found throughout all the tenants of SHS SCEP.

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

Increase graduation rate by 4% - Increased ELA Regents pass rate by 8% - Increased Global History pass rate by 4% - Increased Algebra regents pass rate by 4% - Increased course pass rates by 8%

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

SHS has fully functioning working committees that shoulder the thinking, planning and work that helps the rest of the building move forward in making a difference for the students of SHS. They will continue to work to promote, engage and support teachers, students and families in working to meet identified goals aligned with our mission.

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

When staff are challenged to think differently and change instructional practice and student interaction, it can often create push back. Continued professional development, defined expectations, culturally responsive curricula and overall communication of the building plan moving forward will be essential.

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

Professional Development will continue to be an integral part of PLC's and our Faculty Meetings. Offerings will be dictated and aligned with identified goals. Where ever possible we will look to build on past knowledge/session offerings, connect each to current research and incorporate student, building and district data analysis within.

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

To strengthen relationships with school staff and the community, methods of dialogue that school leaders will implement include: -Implement consistent Restorative Practices throughout the school community-Develop a team that supports work around Trauma Sensitive Schools -Work and develop practices that use data to drive building wide decisions -Engaging in reflective conversations, using invitational and meditative questions to elicit thinking -Faculty meetings will continue to be used as learning sessions, and a way of communicating important information -Our Engagement Team will continue to engage families -Newsletters, digital communication via our electronic sign, website and home access via infinite campus

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

It will be listed on the school district website, reference in the parent handbook for access, and shared with the parent focus group.

## Tenet 2: School Leader Practices and Decisions

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| <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>              | Apr-18  |
| <b>B2. DTSDE Review Type:</b>                          | District led  |

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| <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> | School leaders need to collaborate, support, and guide staff members in school improvement efforts by providing clear, focused messages about school improvement initiatives, how we will achieve them, and how we will monitor them to ensure success. |
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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, the leadership team will provide increased support around school improvement efforts, outlining a clear understanding of initiatives for ALL staff members, as well as implementing a system that will monitor initiatives to ensure success for the students of Schenectady High School. |
| <b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>  | Student Attendance. New Mission Statement, SCEP communication, walkthrough forms  |

| <b><u>E1. Start Date:</u></b><br>Identify the projected start date for each activity. | <b><u>E2. End Date:</u></b><br>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> |
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| July 2018   | August - 2018   | By September 2018, a systems plan will be developed and put in place, by the administrative team, to conduct weekly attendance reviews.  |
| September 2018  | September - 2018  | By September 2018, the Educational Leadership Team, in conjunction with support from building-wide stakeholders, will set a calendar to ensure the progress of the SCEP is reviewed quarterly  |
| September 2018  | September - 2018  | By September 2018, gateway PLCs will be paired with a department chair or administrator to provide support and feedback.   |
| September 2018  | October - 2018  | By October 2018, the SHS Trauma Sensitive Building Level Team will develop a cohesive student support system that incorporates Trauma Sensitive and Restorative Practices.   |
| September 2018  | October - 2018  | By October 2018, 100% of staff will be informed about the SCEP and the specific elements of the action plan outlined to improve school climate and student achievement, and, ultimately, graduation  |
| September 2018  | January - 2018  | By January 2019, the Educational Leadership Team will re-develop, with school community stakeholders, the building mission to incorporate language and effort inclusive of Trauma Sensitive Schools.   |

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| September 2018 | June - 2019 | For the 2018-2019 school year, school leaders and department chairs will provide actionable verbal or written feedback for 100% of the visits after each walkthrough to ensure that the instructional focus is reinforced. |
| September 2018 | June - 2019 | For the 2018-2019 school year, school leaders will conduct several calibrated walkthroughs for each teacher, looking for higher order questioning, academically productive talk, and culturally responsive teaching.       |
| September 2018 | June - 2019 | By June 2019, the Educational Leadership Team will participate in two book studies that address disproportionality as it relates to our targeted subgroups.  |
| September 2018 | June - 2019 | By June 2019, the administrative team will gather and communicate attendance data monthly to staff.  |



### Tenet 3: Curriculum Development and Support

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| <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>           | Apr-18   |
| <b>B2. DTSDE Review Type:</b>                       | District led   |

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| <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> | Schenectady High School needs to continue to work with the Office of Curriculum and Instruction to develop our curriculum through the defined process set forth through the district initiatives. We need to integrate culturally responsive curriculum, while creating and analyzing formative assessments to adjust instructional practices in order to improve student achievement. |
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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, PLC's will work through data cycles, analyze common formative assessments and identify ways to adjust and improve student achievement, to align with district and building expectations for rigorous and coherent curriculum. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Increased student attendance, increased course pass rates, increased curricula that incorporates culturally responsive practices.   |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b><br>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> |
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| July 2018  | September 2018   | By September 2018, PLCs will be created for each gateway course.  |
| July 2018  | July - 2018  | By July 2018, SHS teachers will participate in the district led curriculum writing week to develop rigorous coherent units of study, that incorporate culturally responsive practices.  |
| July 2018  | September - 2018   | For the 2018-2019 school year, there will be an increase of at least 5% in the number of students participating in advanced coursework.   |
| September 2018   | September 2018   | By September 2018, targeted PLC's will use current data from summative assessments to review and adjust curriculum to meet the immediate needs of our students.   |
| September 2018   | September 2018   | By September 2018, PLCs will develop meeting norms.   |
| September 2018   | September 2018   | By September 2018, all teachers will be trained to use the district data protocol in order to inform curricular revision.   |
| September 2018   | October 2018   | By October 2018, all gateway PLCs will work to deconstruct the past three Regents exam to inform curricular revision.   |
| September 2018   | January 2019   | By January 2019, all PLCs will be trained in the creation, implementation and analysis of Common Assessments.   |
| September 2018   | June 2019  | By June 2019, all core curriculum will be audited for rigor and coherence using the district curriculum protocol (IFL).   |

### Tenet 4: Teacher Practices and Decisions

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| <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>        | Apr-18   |
| <b>B2. DTSDE Review Type:</b>                    | District led   |

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| <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> | Schenectady High School needs to increase focus on effort based learning and create student- centered classrooms by increasing our knowledge around high-leverage practices and quality instruction, including authentic performance-based assessment embedded in the curriculum and integrate this thinking with specific and intentional focus around improved literacy skills. |
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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, 100% of classroom teachers will demonstrate instructional best practices to include explicit literacy instruction and culturally responsive practices, in order to empower students and shift ownership of learning from teacher to student. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Increased student attendance, increased course pass rates, increased alignment with the PLC protocol and data review, increased participation in CRE professional development, increased use of high leveraged practices.                                  |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b><br>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> |
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| July 2018  | July - 2018  | By September 2018, 12 teachers will participate in AVID professional development conference that focuses on WICOR strategies  |
| September 2018   | September 2018   | By September 2018, all PLCs will have begun using the district data protocol to inform instruction.   |
| September 2018   | November - 2018  | By November 2018, all PLCs will be prepared to incorporate regular formative assessments into their instruction which will include Regents level questions and will share the results with admin.   |
| September 2018   | November - 2018  | By November 2018, all teachers will have engaged in professional development around explicit literacy instruction in their content area.  |
| September 2018   | November - 2018  | By November 2018, all teachers will have received at least one classroom visit in which one or more high leverage practices were observed.  |

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| September 2018 | November - 2018 | By November 2018, all PLCs will have created and implemented an authentic, performance based assessment in at least one of their classes.  |
| September 2018 | January - 2019  | By January 2019, 30% of staff will participate in at least one culturally responsive professional development session to incorporate in lesson planning to increase student achievement.   |
| September 2018 | June - 2019     | By June 2019, teachers will have created four quarter goals (one per quarter) using the Goal Setting and Reflection Document consisting of data-based goals, objectives, and actions focused on student performance and progress.                |
| September 2018 | June - 2019     | By June 2019, 100% of teachers will plan and incorporate culturally responsive instructional components that will cognitively engage students.   |
| September 2018 | June - 2019     | By June 2019, all teachers will work in departmental Professional Learning Communities using current data/student work to target and integrate higher-level questioning, productive talk, and reading comprehension skills in unit/lesson plans. |

## Tenet 5: Student Social and Emotional Developmental Health

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| <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>   | Apr-18   |   |
| <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> | Schenectady High School needs to continue to develop and implement a comprehensive system of professional development and student supports which emphasize healthy relationships and a safe environment through early identification of student social and emotional needs and corresponding interventions and supports. |   |
| <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>  | We will create a comprehensive system that is focused on timely identification and intervention to support student social and emotional needs as evidenced by an 8% decrease in 400 and 500 level disciplinary referrals and a 10% increase in classroom attendance of students accessing social/emotional supports.     |   |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>  | Increased student attendance, increased course passing rates, increased participation by staff in TSS, increased student groups, decrease in out of school suspensions and in school   |   |
| <b>E1. Start Date:</b><br>Identify the projected start date for each activity.  | <b>E2. End Date:</b><br>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> |
| July 2018   | September 2018   | By September 2018 the 9th grade assistant principal will work with the engagement team and PPS staff to create a screening tool that will identify incoming students in need of social/emotional supports.  |
| July 2018   | September 2018   | By September 2018, the administrative team and PPS will create a teacher work room focused on trauma sensitive self care.   |
| September 2018  | October 2018   | By October 2018, The Engagement Team will support the development of a student technical assistance center for disproportionality advisory club.  |
| September 2018  | October 2018   | By October 2018, SHS will increase the number of Trauma Informed School Team members by 20%.  |
| September 2018  | November 2018  | By November 2018, The Engagement team will lead weekly professional development efforts in PLC's and faculty meetings around the 5 Core Propositions, Culturally Responsive Instruction, Restorative Practices and Trauma Informed Schools.   |
| September 2018  | June 2019  | By June 2019, There will be a 20% increase in the number of students participating in student driven groups that encourage student leadership and voice.  |
| September 2018  | June 2019  | By June 2019, a member of the Cohort Leadership Team will engage 100% of their cohort students placed in the programs at Washington Irving Education Center in the months of September, January and May; in an effort to maintain and restore healthy relationships that are conducive to learning.   |

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| September 2018 | June 2019 | By June 2019, all COHORT offices will increase the use of restorative practices in comparison with punitive measures as evidenced by a 8% decrease in out of school suspension.  |
| September 2018 | June 2019 | By June 2019 the Operation Graduation programs will work directly with all cohorts to re-engage at-risk students in the academic setting by providing intensive academic and social supports as evidenced by a 10% increase in classroom attendance of students who access these services. |
| September 2018 | June 2019 | By June 2019, a social worker will be in place full-time in the therapeutic ISS room to provide social, emotional, and behavioral support as evidenced by a 20% decrease in recidivism.  |

## Tenet 6: Family and Community Engagement

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| <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>        | Apr-18   |
| <b>B2. DTSDE Review Type:</b>                    | District led   |

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| <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> | SHS needs to improve our ability to engage and interact with our community. We need to deepen and learn from family partnerships to align our mission to prepare ALL students for college and career readiness. |
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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> | Schenectady High School will increase the number of opportunities and positive interactions with families, as evidenced by a 10% improvement rating in satisfaction and engagement on parental feedback surveys. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Increased recruitment for SCLA, increased community events that are supported by SHS staff, increased use of the infinite campus parent portal, increased parental participation in school events.               |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b><br>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. |
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| July 2018  | September 2018   | By July 2018, SCLA admin team will create a short and long term recruitment strategies to be implemented by August 2018 that will attract at least 100 new 9th graders. (SCLA)  |
| July 2018  | October 2018   | By October 2018, engagement supervisor will create a calendar of community events.  |
| September 2018   | June 2019  | Starting September 2018, the administrative team will collaborate monthly with College For Every Student/Brilliant Pathways to expose students and families to post secondary options.  |
| September 2018   | June 2019  | By June 2019, the engagement team will increase parent focus group meetings by 120%, as evidenced by the parent focus group calendar.   |
| September 2018   | June 2019  | By June 2019, the administrative team will increase collaborative meetings with the school and community by 10%, as evidenced by the engagement team calendar.  |
| September 2018   | June 2019  | By June 2019, the engagement team and parent focus group will work to expand and revise the parent handbook for the 19-20 school year.  |
| September 2018   | June 2019  | By June 2019, 25% of all SHS staff will participate in at least one community event.  |
| September 2018   | June 2019  | By June 2019, 60% of 9th grade parents will be signed up for Parent Portal.   |