

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010009
School Name:	Hamilton

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2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Michelle VanDerLinden/Troy Lichten	Title	Principal/Instructional Supervisor
Phone	518 - 881-3720	Email	vanderlindenm@schenectady.k12.ny.us/ lichtent@schenectady.k12.ny.us
Website for Published Plan	http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

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

Hamilton Elementary School did not have a SCEP in the 2017-18 school year due to their participation in a SIG 1003(g). As a result, the questions on this page that refer to the previous year's plan do not pertain to Hamilton Elementary School.

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).

- 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.

In developing the CURRENT YEAR'S plan:

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

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

- 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.

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

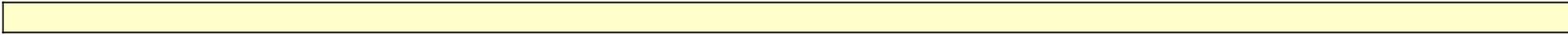
- Describe how school structures will drive strategic implementation of the mission/guiding principles.

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

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

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

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



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:	November 2017
B2. DTSDE Review Type:	District Lead Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Minority students perform at a lesser rate compared to their peers. Currently, teachers receive regular feedback on student engagement but no explicit feedback when it comes to a culturally responsive education.
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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 the end of the 2018-2019 school year, school leaders will ensure that teachers have received bi-weekly feedback utilizing the new walk-through form incorporating elements of a Culturally Responsive Education and Engaging Qualities. This will allow leaders to provide immediate feedback for staff so that they can work to increase student achievement within subgroups to reduce the gap between subgroups by 5% on NYS Assessments from 2018 to 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	District Interims, Weekly Fluency Checks, NYS Assessment, In-house writing assessments (all broken down by subgroups)

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.
9/2018	9/5/2018	By September 5, 2018 school administration will lead staff to review the 8 engaging work qualities walkthrough form and the CRE walkthrough form to look for commonalities between the two forms. A finalized walk through form will be created for the 2018-2019 school year
10/2018	6/2019	Leaders will post monthly objectives for staff regarding targeted areas of focus for that month based on new walk-through tool.
10/2018	6/2019	Data templates (fluency, psychologist report, etc) will be created and/or revised by building administrators so that all data being tracked can also be disaggregated by subgroups
10/2018	6/2019	School administrators will ensure with staff that all data templates are updated each month and then shared with staff so that they can be analyze utilizing a regular protocol.
10/2018	6/2019	Grade level teams, in collaboration, with student support staff, will create grade level targets for each measure by subgroup consistently throughout the school year.
10/2018	6/2019	Data collected from the walkthrough forms and data templates will be shared by building administrators with staff on a bi-weekly basis. This will allow for clarification and/or training surrounding areas of weakness.

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:	November 2017
B2. DTSDE Review Type:	District Lead Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Minority students perform at a lesser rate than their peers. The building's progress monitoring assessments are not disaggregated by subgroup to allow for the proper analysis that will improve teaching and learning at all grade levels for ELA, Math, Science, Social Studies.
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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 the end of the 2018-2019 school year, all progress monitoring assessments, specific to fluency in reading, writing and math, will be disaggregated by subgroup. The data will be analyzed on an ongoing basis and targets will be created to that the gap between student subgroups is reduced by 5% from June 2018 to June 2019
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	District Interims, Math Fluency Probes, Reading Fluency Probes, STAR Reading Assessments and Student Writing Samples

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.
9/2018	9/10/2018	By September 10th, 2018 fluency measures will be chosen for each grade level in reading, writing, math.
9/2018	9/17/2018	By September 17, all students will be entered in a collaborative document for reading, writing and math fluency. Targets will be created for each student to allow for ongoing monitoring by all staff
9/2018	9/21/2018	By September 21, individual goals and interventions will be created in the collaborative document for all students that are identified as being below proficiency.
9/2018	6/2018	Students will received quarterly benchmark assessments to monitor progress toward meeting goals. Interventions will be adjusted on an on-going basis in an effort to ensure students are reaching or exceeding established targets.
9/2018	6/2018	At all faculty meetings throughout the 2018-19 school year, the building administrators will report out to staff and provide updates on progress toward meeting grade-level fluency targets.

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:	November 2017
B2. DTSDE Review Type:	District Lead Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Minority students perform at a lower rate compared to their peers. Currently, staff have been focusing on best practices relating to student engagement. This has contributed to an increase in student achievement, but not a decrease in the gap amongst minority students.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2018-2019 school year 100% of the Hamilton Elementary School staff will participate in professional development pertaining to Culturally Responsive Education. All teachers will be provided with bi-weekly feedback, utilizing the building walkthrough tool, to reduce the gap between minority students and white students on the NYS Assessments in ELA and Math by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Interims, NYS Assessment Data, STAR

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.
9/2018	9/5/2018	By September 5, 2018 staff will review 8 engaging work qualities walkthrough form and CRE walkthrough form to look for commonalities between two forms. By doing this, walk through data/feedback can ensure that all staff is utilizing high leverage practice that is also culturally responsive
9/2018	9/5/2018	By September 5, 2018 "Integration of Subjects" will be added to the building walk through form
9/2018	9/21/2018	By September 21, 2018 final walkthrough form will be shared with all professional staff
10/2018	10/1/2018	By October 1, 2018 staff will be surveyed on elements of the walk through tool to determine areas of focus based on their need
10/2018	6/2019	All faculty meetings during the 2018-2019 school year will have a component of time allocated to student engagement and Culturally Responsive Education based on the elements collected by use of the walkthrough through tool and trends that emerge throughout the course of daily walk-throughs
10/2018	10/1/2018	By October 1, 2018 all teachers will have received feedback for the first time using the newly designed walkthrough form.

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:	November 2017
B2. DTSDE Review Type:	District Lead Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Minority students are performing at a lesser rate compared to peers. Currently social/emotional student data is reviewed, but not analyzed consistently at the subgroup level and not tied to achievement.
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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 2018-2019 school year 100% of faculty meetings will have time allotted to analyzing the Hamilton Psychologist Report to lessen the achievement gap on the NYS Assessments for subgroups by 5%. The Psychologist report will be a collection of academic, discipline, and behavioral data (leading indicators listed below) broken down by subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Focus Student Data, SBST Referrals, Attendance, SPED referral rates, Mobility data, ISP-B, referrals, OSS, ISS, support room, check and connect

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.
9/2018	9/5/2018	By September 5, 2018 all focus team meetings will be scheduled. (focus team meetings are mental health and admin meet to review each student that is "in crisis" or risk of being "in crisis" - each mental health member is assigned students and acts as the liaison for the teacher, families, student, and admin to determine needs and inform on successes
9/2018	9/5/2018	By September 5, a template for the monthly psychologist report will be created that disaggregates student data relating to mental health interventions (SPED, Mindful Art, SBST, Student Council) and shared with staff - this will all the focus meeting information to be easily accessed and maintained
10/2018	6/2018	During the 2018-2019 psychologist report will be filled out by school psychologist and reviewed at each faculty meetings (psychologist/admin) The Psychologist report will be a collection of academic, discipline, and behavioral data (leading indicators listed below) broken down by subgroups - this will allow real time data used to ensure that all students, especially subgroups, are monitored in the areas of trauma and mental health

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:	November 2017
B2. DTSDE Review Type:	District Lead Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Minority students perform at a lower rate compared to their peers. Currently there is no policy or practices to close the communication gap between Staff and Community.
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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 the end of the 2018-2019 School Year 100% of staff will participate in formalized collaboration with community members through Professional Development, Community Circles, and Survey result breakouts to gain to a better understanding of the Hamilton neighborhood.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Survey staff in fall and spring to determine the growth in their understanding of the community we serve. This will assist in formulating next steps.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/2018	8/2018	Parent Liaison, in collaboration with building administrators, will create a neighborhood survey to determine opinions, needs, and wants
8/2018	9/2018	Parent Liaison works with households and other stakeholders within the attendance zone to collect information using the survey tool.
8/2018	9/2018	Parent Liaison, in collaboration with building administrators, will compile and analyze the data collected by the survey to identify common themes.
9/5		Building administration presents survey, and survey results to all staff on opening day.
		All building staff will complete questionnaire as a baseline measure to determine the true understanding of our community
9/1	10/2018	Parent Liaison will solicit community members to participate in a neighborhood circle to discuss gap of understanding between school and community
10/2018	11/2018	Building administrators work to solicit faculty members to participate in neighborhood circle
10/2018	11/2018	First neighborhood circle will be held
11/2018	12/2018	Building administration will analyze information collected during neighborhood circle to plan out next steps
1/2019	4/2019	Circles and/or Panels will be created to ensure all staff participate with community
1/2019	4/2019	Staff will debrief on the circles/panels after the completion of each one
5/2019	6/2019	All building staff will complete questionnaire as a post measure

6/2019	7/2019	Administration will analyze post measure from staff to plan steps for 19-20.
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