

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010025
School Name:	Schenectady High School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Diane Wilkinson	Title	Principal
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Website for Published Plan	www.schenectady.k12.ny.us		

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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee	signature on file	John Foley	19-Jul-17

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)
ELT Monthly Meetings	SHS - 9/17,10/13,11/19,12/15,1/21, 2/16,3/11,4/6,5/6,6/8	Community Agency Committee	SHS - Ran bi-weekly for the entire year - Wednesday 7:30
Department Chair Bi-Weekly	SHS - Ran bi-weekly for the entire year - Wednesday 2:45		
Admin Huddle	SHS - Ran bi-weekly for the entire year - Thursday 7:30		
Shared Decision Making	SHS - Ran bi-weekly for the entire year - Friday 7:30		
Safety Committee	SHS - Ran bi-weekly for the entire year - Friday 7:30		

Name	Title / Organization	Signature
Diane Wilkinson	Principal	Signatures on file
Chris Chank	Cohort Principal	
Peter Parisi	Cohort Principal	
Phil Weinman	Engagement Dean	
Damonne Farley	Cultural Broker/Community Liason Coordinator	
Corey Heggen	English/AVID Coordinator	
Shastidy Ponce	Parent Liason/Student Club Advisor/Security	
Chelsea Houghton	Counselor/Data	
Sara Scott	Educational Leadership Team - ESL	
Jenny Hayes	Educational Leadership Team - Specialized Reading	
Wendy Ausfeld	Educational Leadership Team - IB/Science	
Katie Albers	Educational Leadership Team - IB/Social Studies	
Lauren Dean	Educational Leadership Team/ Department Chair Special Education	
Frank DeSignore	Department Chair Math	
Chris Oginbene	Department Chair Social Studies	
Karen Callahan	Department Chair English	
Agnes Phillips	Department Chair Science	
Lori Lebel	Shared Decision Making Co-Chair	
Bill Pickett	Shared Decision Making Co-Chair	
Joanne Wolcott	Safety Committee / Community Agency Committee Chairperson	

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	2694	% Title I Population	100%?	% Attendance Rate	85%
% of Students Eligible for Free Lunch	64%	% of Students Eligible for Reduced-Price	4%	% of Limited English Proficient Students	3%	% of Students with Disabilities	18%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	35%	% Hispanic or Latino	15%	% Asian, Native Hawaiian / Other Pacific Islander	20%	% White	28%	% Multi-Racial	1%

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	8	# of Deans	1	# of Counselors / Social Workers	17
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	11%	% Teaching with Fewer than 3 Years of Experience	3%	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes SWD	Identification for Math?	Yes SWD, Black, Latino	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	71%	Math Performance at Level 3 and Level 4	79%	Science Performance at Level 3 and Level 4	71%	Four-Year Graduation Rate (HS Only)	65%
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
No	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
No	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

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

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Schenectady High School demonstrated several positive impacts as a result of the previous year's plan. Our continued work around our writing plan infused concepts around Claim, Evidence and Logic, our committed investment to programs like Operation Graduation that supports students at risk, expanding our AVID program and our continued work around professional development that focuses on high leveraged practices. In particular, one of the most significant positive impact was the expansion of our Restorative Practices work in collaboration with the Engagement Dean and our Peer Mediation team. Throughout the year the school community were given the opportunity to expand their exposure and have opportunities to participate in ways to shift thinking and practice around the way we interact with students. The data and student feedback from the community circles have allowed us to improve our collaboration with outside partnerships and improve student learning. Teachers have been able to bring community circles back to their classrooms to meet the diverse needs of our students. Students feel safe to speak with the teacher and classmates surrounding diverse instructional topics. Teachers who have adopted the use of circles have reported that there is a better sense of community within their classroom and therefore a better opportunity for student achievement. Part of our SCEP this year will be to better communicate with the school community this change in practice and awareness around Restorative Practices.

- 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.

There were no mid-course corrections to the previous year's plan.

In developing the CURRENT YEAR'S plan:

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

The highlights of the initiatives described in the current SCEP are:

- Increased efforts around supporting students at risk of graduating
- Professional development specifically tied to High Leveraged Practices, Restorative Practices and Trauma Informed Schools
- Increased monitoring and expectations of PLC's and classroom instruction via frequent walkthroughs that provide constructive feedback
- Increased planning and implementation of rigorous class discussions, reading of complex texts, employing use of school wide strategies and purposefully pushing their peers thinking and being held accountable to the content.
- Teachers are working to create learning communities within their classrooms. They are focused on building relationships with their students, assessing often in formative and summative ways, keeping current on research and their own professional learning, and trying new strategies often.
- Positive and collaborative culture and climate through Restorative Practices and Trauma Informed Schools
- Special Education Teachers are more cognizant of student data, the correlation between high expectations/rigor and achievement
- Expansion of Operation Graduation has enabled an often disadvantaged group of student to find success in school
- Restorative Practices have enabled teachers and students to work towards repairing harm, moving away from zero tolerance/discipline to address students social and emotional behaviors

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

The identified needs in the school that will be targeted for improvement in this plan are:

- the continued use of student achievement data to inform decisions/instruction and curriculum; specifically within subgroups identified (SWD, Black and Latino)
- continuing to put in place systems/programs that work to address the highly prevalent social/emotional developmental health issues of our students
- working towards more student centered learning/effort based education

- 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.

Schenectady High School's Mission is to Promote College and Career Readiness for ALL Learners and our student-created motto of Today a Learner, Tomorrow a Leader. This idea, along with district identified goals, guides our actions. The mission and motto demands an understanding of how students learn best - based on research, as well as information pertaining to our specific student population; culturally relevant teaching is essential. Our mission and motto also insists upon understanding in what ways, and/or areas our students are looking to lead - college or career ready. SHS is driven to help our students understand how to work towards achievements that keep them on track for graduation and successfully moving towards post-secondary planning. For many of our students this means first helping them with their social and/or emotional health so that we can then move towards a focus on more specific, content learning. We know that to be a leader in today's society our students must work hard, put forth extreme effort and keep trying- despite possible failures, thus our focus on effort based education and the ideas surrounding growth mindset. This summer specific attention will have us focused on becoming a Trauma Informed School.

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

8% growth in ELA and Math for the Regents exams; 8% increase in graduation rate for cohort as this directly connects to the district improvement plan.

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

SHS has working committees that shoulder the thinking, planning and work that helps shepard the rest of the building 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 DCIP 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. We will also work with the Teachers' Center and outside consultants where and when applicable.

• 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
- reflective conversations, using invitational and meditative questions to elicit thinking
- continue to be used as learning sessions, and a way of communicating important information
- Our cultural broker will continue to engage families in collaboration with our Engagement Team
- Newsletters, digital communication via our electronic sign, website and home access via infinite campus

-Engaging in
-Faculty meetings will

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

The current plan will be posted on our website, will be available in hard copy in each of the cohort offices and will be outlined in communications home for students and parents.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

N/A

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

We, as a building, will be implementng the following Turnaround Principles:
-Supporting Effiective Instruction and Leadership

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

We will continue to work with our PLC's to consistently have common assessments in place, and use of DDI to ensure that our invterventions or prescriptions, match our diagnosis. We will work to continously improve our instruction through this data cycle, implementation of new reserach based strategies and Professional Development aligned with DCIP and thus SCEP goals.

3. How will the school continue to monitor and make adjustments to implementation?

Administrative leaders and Department Chairs will monitor PLC agendas/minutes, as well as continusouly analyze data gathered from learning walks, APPR observations, quarterly pass rates, etc.

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader’s skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students		y	y	y	y
Student Average Daily Attendance	y		y	y	y
Student Drop-Out Rate	y		y	y	y
Student Credit Accruals (HS Students)			y	y	y
Student Completion of Advanced Coursework		y			
Student Suspension Rate (Short-Term / Long-Term)	y		y	y	
Student Discipline Referrals	y		y	y	
Student Truancy Rate	y		y	y	y
Student Performance on January Regents Exams	y	y	y	y	
Student Participation in ELT Opportunities		y		y	y
Minutes of Expanded Learning Time (ELT) Offered					y
Teacher Average Daily Attendance Rate	y		y		
Teachers Rated as "Effective" and "Highly Effective"	y		y		
Teacher Attendance at Professional Development	y		y		
Parent Attendance at Workshops					y
Parent Participation in District/School Surveys					y

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:	April 10-12, 2017
B2. DTSDE Review Type:	NYSED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School leaders need to collaborate, support, and guide staff members in school improvement efforts by providing clear and focused messages, as well as support and guidance, about exactly what our school improvement initiatives are, how we will achieve them, and how we will monitor them to ensure success.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, the leadership team will have 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.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!
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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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	The staff will be informed about the SCEP and the specific elements of the action plan outlined that works to improve student achievement and ultimately graduation.
Sep-17	Jun-18	The leadership team in conjunction with support from building wide stakeholders will develop a universal way to monitor and communicate the success of each of the parts of the SCEP with staff, parents and students.
Sep-17	Jun-18	The leadership team in conjunction with support from building wide stakeholders will set a calendar to ensure the progress of the SCEP is continually reviewed.
Sep-17	Jun-18	The staff will participate in professional development that evaluates the progress of the SCEP, and progress monitor and adjust where needed based on the progress as determined through the building-wide initiatives.
Sep-17	Jun-18	School leaders will continue to conduct weekly walkthroughs with specific monthly instructional focus, which will include higher order questioning and academically productive talk.
Sep-17	Jun-18	School leaders will provide verbal or written feedback to teachers to ensure that the instructional focus is implemented.
Sep-17	Jun-18	School leaders will calibrate their walkthroughs with Department Chairs, Coordinators and other Administrators.

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:	April 10-12, 2017
B2. DTSDE Review Type:	NYSED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Schenectady High School will 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 will create curricula that incorporates strategies that work towards implementing student centered learning, scaffolding, metacognition, rigorous academic conversations, vertically alignment and inter-disciplinary learning where possible.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018 teachers participating in PLC will incorporate curriculum units of study that have been developed during the district led curriculum writing week. With these units, they will work through the data cycle, analyzing common assessments and looking for ways to adjust and improve the overall unit, aligning it with district and building expectations for rigorous and coherent curriculum.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Completion of Advanced Coursework Student Performance on January Regents Exams Student Participation in ELT Opportunities
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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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	100% of the PLC's will be paired with a Department Chair and Administrative support.
Sep-17	Jun-18	100% of the PLC's will identify and communicate the units of study they will be analyzing and reviewing throughout the year.
Sep-17	Jun-18	100% of the PLC's will follow a frame work that incorporates data protocols, agenda and minutes.
Sep-17	Jun-18	100% of the PLC's will work to incorporate high leveraged practices in the scope of their work.
Jul-17	Jun-18	100% of the PLC's work will be reviewed by the leadership team and Department Chairs.
Sep-17	Jun-18	100% of the PLC's will use recent data from formative assessments to create differentiated tasks in the planning of lessons.
Sep-17	Jun-18	SHS teachers will participate in the district led curriculum writing week to develop rigorous coherent units of study.

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
B1. Most Recent DTSDE Review Date:	April 10-12, 2017
B2. DTSDE Review Type:	NYSED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Schenectady High School needs to remain focused on effort based learning, and creating student centered classrooms. We need to continue to grow our knowledge around high leveraged practices, as well as authentic performance-based assessment, and work towards integrating this thinking in to our curriculum. As evidenced by our ELA CC Regents, we need to continue with building wide initiatives that are demonstrating positive results.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Through the process of learning walks, school wide writing and reading plan, as well as use of other data points, 100% of the classrooms will demonstrate aspects of instructional best practices in which students are taking ownership for their learning and teachers are leading them in this way. We will look for evidence of identified practices (use of DDI, scaffolding to high expectations, objectives/agendas, discussion as a learning tool, academically productive talk etc.).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	100% of teachers will plan and incorporate higher-order questions that improve students' understanding and provide opportunities for students to engage in high quality discussion/academically challenging talk.
Sep-17	Jun-18	100% of teachers will participate in the school-wide CCEL writing plan twice, in which they will submit examples of student work for the ELT to review and give feedback.
Sep-17	Jun-18	100% of the teachers will participate in professional development that introduces the school-wide active reading strategies.
Sep-17	Jun-18	There will be an increase of 100% in the number of students participating in the AVID program including taking the AVID elective which has a specific curriculum for college and career readiness.
Sep-17	Jun-18	School leaders will continue to conduct weekly walkthroughs with specific monthly instructional focus, which will include higher order questioning and academically productive talk.
Sep-17	Jun-18	School leaders will provide verbal or written feedback to teachers to ensure that the instructional focus is implemented.
Sep-17	Jun-18	100% of teachers will participate in professional development that reviews the new grading policy and how that is reflected in their professional practice and assessment.
Sep-17	Jun-18	There will be an increase in the number of students participating in advanced course work.

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:	April 10-12, 2017
B2. DTSDE Review Type:	NYSED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	We need to continue to develop and implement a comprehensive system of learning supports and professional development, which emphasizes student learning through early intervention and positive student social and emotional developmental health.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	We will increase the number of at-risk students accessing the classroom instruction as evidenced by an increase in daily student attendance and decrease in classroom referrals, especially for subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-17	Jun-18	By July of 2017 the Engagment Supervisor position will be created to expand efforts to support students at risk of graduating.
Sep-17	Jun-18	The Engagement team will work to increase student engagement throughout the building, assisting teachers with monitoring and engaging students at risk while expanding the use of Restorative Practices.
Sep-17	Jun-18	The Engagment team will work collaboratively with school partners to develop programs that enhance opprtunites for student succes.
Jul-17	Jun-18	By July 2017, SHS will create a team of seven Trauma Informed School leaders that will participate in training enabling them to provide the necessary training at the building level.
Sep-17	Jun-18	The Engagment team will lead monthly professional development efforts in PLC's and faculty meetings around Restorative Practices and Trauma Informed Schools.
Sep-17	Jun-18	By September 2017 Operation Graduation will expand 100% and continue to work directly with students at risk re-engaging them back into the academic setting after reciveng an intensive support that build upon the needed academic and social skills for success.
Sep-17	Jun-18	100% of the COHORT offices with coordination from the Engagment Team will incorpoate restorative practices and the continuum of strategies as a means to working with students, parents and staff.
Sep-17	Jun-18	There will be a 20% increase in the number of students participating in student driven groups that encourage student leadership and voice. (Patriot Leadership Council, Peer Mediator, ADL Leaders, Young Kings and Queens Leaders, Roots Club)
Sep-17	Jun-18	100% of the staff will participate in professional development that uses Restorative Practices as a means to building positive relationships in the classroom.

Sep-17	Jun-18	By September 2017, SHS will incorporate five positions through the General Education Continuum that will provide additional supports for 150 students at risk of staying on track for graduation.

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:	April 10-12, 2017
B2. DTSDE Review Type:	NYSED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	We need to improve our ability to engage and welcome our families into the community of Schenectady High School. We need to learn from, and with, our families so we are all working towards the same mission to prepare ALL students for college and career readiness.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Schenectady High School will increase the number of opportunities and positive interactions with the families and caregivers, creating a universal welcoming approach to school engagement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	The administrative team will work in unison with the Cultural Brokers and Parent Focus Group quarterly to review and make adjustments on how to continue to improve parent engagement.
Sep-17	Jun-18	The Engagement team will facilitate four parent focus meetings to help continue to gather input and understanding from community members and parents.
Sep-17	Jun-18	The administrative team and engagement team will work to increase by 20% collaborative meetings with the school and community.
Sep-17	Jun-18	The Engagement Team will establish a Community That Cares panel that will make monthly visits to Schenectady High School in order to demonstrate the community resources that are available to our students.
Sep-17	Jun-18	At each special event parents will be recruited to participate in opportunities for a parent focus group.
Sep-17	Jun-18	The Administrative Team, Engagement Team and Parent Focus Group will collaborate in the development of a parent handbook that will be ready by September 2017.