

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

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Patricia Doyle	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)
June 15, 2017		6/22/2017	
June 16, 2017		6/23/2017	
June 19, 2017			
June 20, 2017			
June 21, 2017			

Name	Title / Organization	Signature
Patricia Doyle	Principal	
Desmond O'Connor	Instructional Supervisor	
Annalisa Mertz	Intervention Specialist	
Jean Borger	Social Worker	
Julie Foster	Special Ed. Teacher	
Christian Borger	3rd Grade Teacher	
Christine Marino	Reading Teacher	
Erin Cohen	Parent	

School Information Sheet

School Information Sheet							
Grade Configuration		Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

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

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

Overall State Accountability Status							
Priority School	NO	Focus School Identified by a Focus District	NO	SIG 1003(a) Recipient	YES	SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% 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
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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) 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).

Walkthrough data was collected analyzed and shared with teachers. Ongoing feedback was provided that enhanced teachers instructional strategies in the classroom. Teachers became more proficient in Higher Order Practices incorporating them into their daily lesson plans. Teachers instructional strategies and depth of knowledge regarding appropriate interventions improved due to professional development provided and the professional research based book studies that were held.

- 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.

Monitor all instructional staff, their lesson plans, their assessment data and identify teachers that need support with specific HLPs and CRE to develop individualized support plans to enhance their instructional practices.

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

Identify the specific assistance each teacher needs in implementing Culturally Responsive Practices and High Leverage Practices in their daily plans with a specific focus on higher-order thinking questioning as well as having students set goals. Work with teachers to develop, monitor, and assess the implementation of their support plans.

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

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

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

An 8% increase in AIMSWEB testing (ELA and Math), interim assessments, for student sub groups such as black males and SWDs

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

PLCs will meet weekly to develop lesson plans and units of study to infuse culturally responsive lessons and activities in the curriculum.

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

Teachers will need to gain an understanding of Culturally Responsive Education and Trauma Sensitive Schools for meaning and implementation in their own classrooms. This will be addressed through professional development, PLCs and faculty meetings

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

There will be CRE and TSS training provided at staff development days, faculty meetings, and during PLCs as well as the continuation of HLP development to increase achievement for all students specifically targeting black males and students with disabilities.

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

A monthly academic newsletter will be sent home to parents reflecting student progress grades K-5 by the building principal and BLT. Parent "booster bags will be created by teachers providing parents with instructional materials and aides for use at home to help their children. Parent workshops will be held monthly by various stakeholders to assist with parent education and seamless access to school and community resources. (A parent handbook, monthly BEST assemblies, and family academic evening events will continue to be held.)

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

Website, available at Back to School Night and at family events in hard copy form. An at a glance sheet will be created by the BLT and shared with parents reflecting quarterly progress on SCEP initiatives.

- 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.

An orientation will be held in late August for Pre-K students. In early september a back to school night will be held for Kindergarten. Mid-September a back to school night will be held for grades 1-5. Parent guide will be created outlining grade level expectations, and parents will be invited to academic workshops throughout the year.

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?

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.

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

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.

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	y
Student Average Daily Attendance				y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				y	y
Student Discipline Referrals				y	y
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered				y	
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	y	y	y		
Teacher Attendance at Professional Development		y	y	y	
Parent Attendance at Workshops					y
Parent Participation in District/School Surveys					

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:	February 1-3, 2017
B2. DTSDE Review Type:	SED IIT Review

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.	The DTSDE report indicated that classroom walkthrough data has not been used to determine the varied levels of support that individual teachers need or to gauge the effectiveness of the support that is provided to staff to improve teacher practice.
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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 January, 2018 the school leaders will ensure that the informal classroom data is used to gauge the quality of implementation of three high-level practices—Accountable Productive Talk, higher order thinking questions, effective feedback, and to determine the varied levels of support and feedback needed for each teacher, and school leaders will use the data collected through these classroom visits to determine if the feedback and support provided has improved practice throughout the school or if targeted professional supports or feedback may be necessary to drive improvement.
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 Teachers Rated as "Effective" and "Highly Effective"

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.
8/1/2017	9/1/2017	Walkthrough form will be updated to reflect high-leverage practices
9/15/2017	10/31/2017	BLT will conduct unannounced walkthrough observations
11/1/2017	11/10/2017	Meet with teachers and identify teachers that need support and develop individualized support plans and school-wide PD opportunities
11/10/2017	12/22/2018	BLT will conduct unannounced walkthrough visits
1/2/2018	1/12/2018	School leaders will meet with teachers and grade-level teams to analyze individual walkthrough data to gauge the effectiveness of support plan and modify it accordingly
1/15/2018	2/28/2018	BLT will conduct unannounced walkthrough visits
3/1/2018	3/9/2018	School leaders will meet with teachers and grade level teams to analyze individual walkthrough data to gauge the effectiveness of support plan and modify it accordingly.
3/12/2018	5/11/2018	BLT will conduct unannounced walkthrough visits
5/14/2018	5/25/2018	School leaders will meet with teachers and grade level teams to analyze individual walkthrough data to gauge the effectiveness of support plan
5/28/2018	6/8/2018	BLT will assess program using selected leading indicators and design layout for the following year based upon final walkthrough data and leading indicator data.
10/1/2018	5/30/2018	Outside Administrator will complete monthly walkthroughs in each class and share observations with Admin and provide feedback to teachers
7/1/2018	9/1/2018	Summer BLT to reflect on and to develop the SCEP for 2018-2019

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:	February 1-3, 2017
B2. DTSDE Review Type:	SED IIT Review

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.	The DTSDE report indicated that the majority of lesson plans reviewed by the team did not contain higher-level questions or tasks that require critical thinking. In addition, there is a lack of culturally responsive curriculum that hinders achievement for black male students and students with special needs.
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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 September 2017, all teachers will utilize a lesson plan format that ensures quality lessons that will incorporate 2 higher order questions that require critical thinking <i>and</i> teachers will create culturally responsive lessons impacting student achievement on interim assessments and formative assessments by 8% for black male students and students with disabilities.
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 Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

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.
10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	Principal and IS will articulate lesson plan expectations at the opening faculty meeting and 2 lesson plans will be collected from each teacher each month and feedback will be provided by administration.
10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	Principal, IS, data team will hold PLC meetings monthly to review walk through results with staff reporting on lesson plans having at least 2 HOT questions and rigorous examples of instruction.
9/1/2017	10/1/2017	A PD calendar will be developed by the BLT aligned to HLPs specifically targeting black males and students with disabilities.

10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	Teachers will implement on-demand writing activities where students will be asked to answer 2 higher order question where students are asked to analyze, synthesize, evaluate, or create.
10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	Teachers will meet to analyze on-demand data using NYS rubrics to score.
10/1/2017	3/1/2017	Teachers will participate in book study groups that focus on culturally responsive instruction.
9/1/2017	12/30/2017	Professional books will be purchased reflecting the latest research on Cultural Responsive Education, Trauma Sensitive Schools, HOTS, rigor, engagement, reading and effective strategies for intervention to be utilized throughout the year in PLC bookclubs.
10/1/2017	5/30/2018	Specific teachers will be targeted to attend conferences related to HLPS and Culturally Responsive Education.

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:	February 1-3, 2017
B2. DTSDE Review Type:	SED IIT Review

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.	According to the DTSDE report, students do not set individual goals based on assessment results, therefore they are not focused on the necessary progress they need to make in order to improve achievement in ELA and Math. Teachers need to provide regular formative actionable feedback to students and assist with goal setting. In addition, there is a lack of culturally responsive instruction that hinders achievement for black male students and students with disabilities.
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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.	Beginning October 2017, all teachers will implement High Leverage instructional practices and teachers assist students with goal setting based on AIMSWEB and interim assessment results as well as classroom and formative assessments (ie. IXL) Student achievement on AIMSWEB and Interim Assessments will increase by 8% for black males and students with disabilities.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

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.
9/1/2017	10/31/2017	Teachers will collaborate to establish systems for student goal setting that impact student achievement in Kindergarten through fifth grade using AIMSWEB and interim assessments.
10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	BLT will complete monthly walk throughs in each class providing feedback to teachers regarding high leverage practices..
10/1/2017, 11/1/2017, 12/1/2017, 1/2/2018, 2/1/2018, 5/1/2018	10/31/2017, 11/28/2017, 12/21/2017, 1/31/2018, 2/28/2018, 5/31/2018	Principal, IS, and data team will collaborate and review progress monitoring on targeted students (black boys and students with special needs) monthly and provide feedback and support.
10/1/2017	3/1/2017	Teachers will create lessons that are culturally responsive as a result of participation in a book study & staff development

3/1/2018	5/1/2018	5 BLT members will attend the conference: PLAIN Talk About Literacy and Learning. This institute addresses how we can prevent and remediate reading difficulties, how children reading and why some children have difficulties learning to read. The institute provides the latest research on reading and effective strategies that cn be implemented in classrooms. The team will provide all staff with PD to learn the strategies and information provided to the team at the conference.
10/1/2017	5/1/2018	Targeted after-school program. Grades 2-5. 3 teachers. Four days a week to address deficiencies in ELA and math

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:	February 1-3, 2017
B2. DTSDE Review Type:	SED IIT Review

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.	Zoller is one of many schools within the Schenectady City School District with a significant number of children residing at or below the poverty level, experiencing one or more adverse childhood experiences; neglect or other forms of trauma, and who demonstrate high levels of defiance, disrespect and insubordination as a result of these challenging experiences. In addition, students with adverse childhood experiences; poverty, neglect and other forms of trauma, are more likely to struggle with daily attendance and are at higher risk of becoming either the target or the aggressor of bullying behaviors. Disciplinary data shows that most bully related behaviors occur during unstructured social segments of the day (gymnasium, playground and cafeteria) and indicate that most students involved in these discipline referral are black males and or Special Education students. Therefore, all staff need to be educated on how to identify these challenges of adversity and trauma and how to respond with proper interventions rather than react with negative punitive measures, especially for black males who are statistically at greater risk of school drop out. In addition, recent studies show that black males are 70% more likely to be given a diagnosis for ADHD in response to "bad behaviors" and therefore are at higher risk of being labeled for Special Education.
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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.	During the 2017-2018 school year, all staff will receive professional development training with research based trauma information and the school will implement researched based interventions that are specific to adverse childhood experiences; poverty, neglect and other forms of trauma. The staff training and interventions specific to truancy and trauma are a means of reducing discipline referrals by 10%, reducing absenteeism and tardiness by 10%, and increasing academic progress by 10% as evidenced by quarterly reviews of discipline data, attendance meetings and interim and formative assessments. More specifically, a means of reducing the higher incidents of truancy and punitive consequences for black male students and students with identified Special Education needs. The administrative and educational staff will support new and innovative techniques and increased knowledge to help encourage both the teachers and student learners to improve motivation and change negative attitudes and actions. Professional Development on identifying and responding to trauma and the behavior that manifests in our children (especially black males and students identified with Special Needs) has already been initiated with our administration and Professional Pupil Staff and the process of educating and training all educators will continue over the next 12 months.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
09/01/17	09/01/17	Place a purchase order for all needed therapeutic tools, sensory manipulatives, furniture and housekeeping items needed for sensory classroom space and a therapeutic sensory room. Design and create the sensory room and classroom spaces.
10/17/17	12/17/17	All staff to read Trauma-Sensitive Schools; Learning Communities Transforming Children's Lives, K-5.
09/01/17	10/01/17	Schedule an adult to structure and facilitate a Therapeutic Recreation Program for students at high risk of negative social interactions during lunch, recess.
09/01/17	09/29/17	Train identified support staff on the structure and supervision of the sensory room process.

09/05/17	10/01/17	PLC for staff members on identification of signs and triggers for students in the classroom and how and when to use the sensory space for de-escalation.
09/18/17	09/22/17	Identify students appropriate for scheduled sensory room interventions
09/18/17	09/22/17	Create information and permission form for parents of children recommended for the sensory therapy room.
09/25/17	09/29/17	Social Worker to introduce identified students to the sensory room
10/01/17	11/30/17	PLC with SCSD Behavioral Health Consultants for Intervention Support Plans for Behavior and Case Reviews
10/01/17	11/30/17	PLC with SCSD Behavioral Health Consultants for Comprehensive Classroom Management Planning
10/01/17	03/30/18	Launch anti-bully agenda with musical presentation with Jared Campbell in October 20th as the introduction of No Place for Hate projects for 2017-18.
10/15/2017	6/1/2018	Identify and match students and teachers to launch the annual HUGS (Hello, Update, Goodbye) resiliency program.

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:	February 1-3, 2017
B2. DTSDE Review Type:	SED IIT Review

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 is the 13th poorest city in the nation for child poverty; compromising a high percentage of single parent families who often lack reliable childcare and transportation. In addition, many of our families work multiple jobs to remain above the poverty level. These factors often result in many of our parents not having the flexibility or the resources needed to attend school functions for parents that are developed to help parents help their students with Common Core Standards. Furthermore, many of our parents do not have the home resources or the knowledge needed to understand Common Core benchmarks or the strategies needed to help their children in response to quarterly assessments.
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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.	During the 2017-18 school year, school leaders will organize and offer community resources needed to improve our families' ability to attend planned events that are focused on parent understanding of interim assessment results and student aligned goals for academic improvement. In addition, team leaders will create educational resources and strategies for parents to use at home to help their children in response to their child's assessments. Educating parents on how to use the resources and tools will be an additional component of our parent/teacher relationship during the 2017-18 school months.
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 Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Parent Attendance at Workshops

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
09/01/17	10/01/17	Identify grade level leadership teams to develop a Common Core Parent Handbook in both English and Spanish; with the availability of other languages at the request of parents.
09/01/17	10/30/17	Identify grade level leadership teams to develop grade level strategies and tools for parents to take home; identified as "Booster Bags". Purchase bags and purchase tools (books, flash cards, manipulatives, parents instructions etc.) needed to assembly grade level bags to be given to families.
09/01/17	10/01/17	Organize and plan with community resources to improve parent attendance to launch the Handbook and Booster Bags; such as bussing, childcare, food and the use of RoboCalls to help increase communication.
10/01/17	11/01/17	Plan grade level parent nights to discuss, review and teach parents how to use the Handbook for Common Core. In addition, offer grade level tutorials on how to use the materials being given to parents in the Booster Bags for home.
09/01/17	05/01/18	Monthly "Coffee Talk Table" at the drop off circle or in the school vestibule, hosted by the building Parent Liaison and 1-2 staff members to communicate upcoming school events and to answer general Q&A during the time of 7:30-8:15.
09/01/17	10/01/17	Identify parent community leaders to post school information at identified community locations and businesses.
9/1/2017	9/1/2018	Web-based instructional programs, like IXL, will be purchased to enhance the home and school learning connection

