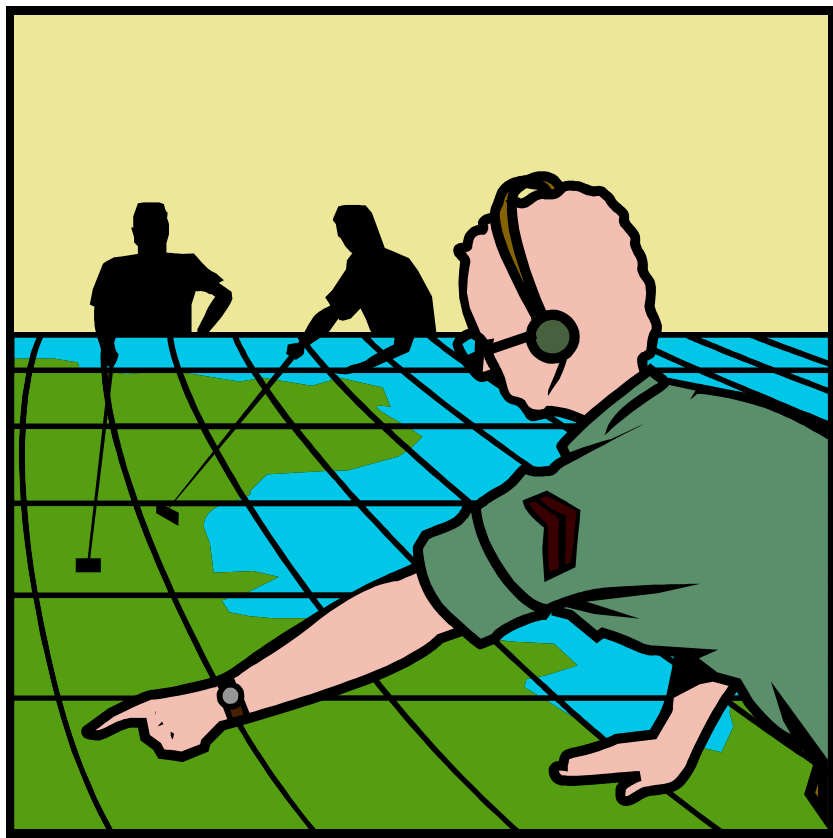


Henry Hudson School No. 28
2017-2018 SCEP Highlights
(School Comprehensive Education Plan)



*We build on every child's strength, every day,
to ensure college and career readiness!*

The SCEP is the plan, required by NY State, which schools create to show the community what is going to be done to support students and improve academic performance. There are six areas of the plan. They are as follows:

1. District Support of Schools
2. School Leadership
3. Curriculum Support and Development
4. Teacher Practices
5. Student Emotional Support and Health
6. Family and Community Engagement

For this plan, we have outlined our school goals and the activities we have planned for the year to accomplish the goals, using areas 2-6. Based on our school data, we have focused this year on looking at data and improving our lesson plan and lesson implementation with more rigorous activities. We want to make sure that we are checking for understanding, and fixing our lessons if students aren't "getting it." The plan has been given to the state, the school board, and is available to any of our stakeholders. We believe that when we accomplish our goals, our students will shine and achieve academic success; preparing them for college and career readiness. We know that we cannot do it alone, and appreciate all of the support that the community gives.

School Leadership

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.

Goal

The leadership team will create professional learning opportunities for 100% of the professional staff in order to support the needs of all learners. All professional learning will focus on balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 resulting in a visible change in practice as evidenced by classroom observations.

Activities

- Each student will have an individual data folder, working alongside the classroom teacher to create it. students will have access to, and knowledge of, the folder.
- Data Binders (per classroom teacher)
- Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
- Professional learning for the leadership team will include Lucy Calkins Training, Skillsstreaming and participating in building based PD
- Instructional priorities were set and will be reviewed with all staff

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.

Goal

Classroom teachers will utilize the Balanced Literacy Model using Lucy Calkins strategies and materials to implement Readers Workshop in their daily instructional practices. Classroom staff will participate in Professional learning focused on balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 resulting in a visible change in practice as evidenced by classroom observations.

Activities

- Skills Streaming PD will be offered to all ASD staff for full implementation during the 2017.18 school year.
- Classroom teachers will be provided mandatory and voluntary PD on using the Lucy Calkins model for balanced literacy
- Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
- Vertical teams will meet to discuss the implementation of the balanced literacy best practice approach
- Bilingual Vertical teams will be formed to engage staff in discussions around student performance using the balanced literacy best practice approach
- ASD Vertical team will meet to discuss the rollout of the new Skills Streaming curriculum
- Middle school teachers will begin utilizing read alouds in their curriculum so that all learners hear fluent readers daily.

Teacher Practices

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Goal

100% of all classroom teachers will engage in strategic practices utilizing balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 by using the new balanced literacy approach they will be trained in resulting in a visible change in practice as evidenced by classroom observations and increased student performance on the NWEA and NYS ELA Assessment, moving up from 7% meeting standards to 15% meeting standards.

Activities

- Administrators will schedule observations around balanced literacy, social emotional learning and/or multilingual instruction to ensure best strategic practices are being utilized daily.
- Middle school staff will schedule daily read alouds to ensure all students are hearing fluent reading.
- Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
- Lesson plans will reflect best practices showing evidence of read-alouds, small group instruction, restorative practices, skillstreaming strategies and/or translanguaging.
- The SBPT will create a professional development plan focused on balanced literacy, social emotional learning and/or multilingual instruction.

Student Social and Emotional 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.

Goal

100% of classroom teachers will be provided learning opportunities to support students with social emotional coping skills so that students are engaged in their learning and focused on supporting a rigorous and safe learning environment. Our goal is to reduce out of classroom suspensions from 504 suspensions to less than 420 and promote increased academic performance, and increase our attendance from 89% ADA to 92% ADA or higher.

Activities

- Read alouds utilizing culturally responsive and social emotional learning texts
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- Full time Counselor
- Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
- Restorative practice training for all staff to build capacity in the building
- Outside agencies including Big Brothers big Sisters, Center For Youth, Pathways to Peace, Pillars of Hope, Champion Academy will develop social emotional skills for targeted groups of students
- Genesee Mental Health in the building to meet the needs of students who require additional services
- Therapy dog in the building to support the calming of students who require this
- Mindfulness training provided by a trained staff member to engage in alternative methods of de-escalation
- Primary Project to support students in grades K-3 with Social Emotional Coping skills
- Every five weeks all teachers will be given a comprehensive data report to include attendance, in-school-suspensions, and academic performance, for each of their students. This data will inform teacher's next steps to support individual student need.

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.

Goal

To increase parental support from about 10% attending events to 25% attending events, school staff will offer 4 learning opportunities for parents and the community focused on balanced literacy, social emotional support, and/or multilingual instruction, as well as other opportunities to view student work. These meetings are for parents of students from bilingual, ASD, middle school and K-6; and meetings will offer parents learning opportunities about DOJO, Instructional Technology at home, community resources, and school based curriculum.

Activities

- Outside agencies will provide learning opportunities and support for parents on social emotional well-being by setting up a table at evening events (Boy Scouts, Big Brother Big Sister, Abuelas, etc.)
- Primary Project offered to K-2 students
- Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
- Project Based Learning Night K-8 student work showcase
- Math and literacy and technology night-Holiday themed stations focused on Math, Instructional Technology, and Literacy
- Hispanic Heritage
- African American History night
- Open House
- Parent teacher conferences 2x a year
- Class dojo-all teachers using behavior management communication system between students home and school
- Bilingual community outreach
- Supporting the middle school student family learning night