



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2021-22

# School Comprehensive Education Plan (SCEP)

Elementary and Middle Schools in Good Standing

District	School Name	Principal	Grades Served
Yonkers City School District	Montessori School 27	Ms. Lourdes Cruz	PK-6

# Stakeholder Participation

## 2020-21 Data

In the space below, enter the number and percentage of students in the "All Students" subgroup based on the 2020-21 school-level data listed below. Use the *Dataset to Inform Goals* chart on the S drive as a reference.

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%	Benchmark 2 ≥80%
<b>All Students-#</b>	46	63	69	75
<b>%</b>	18%	25%	27%	30%

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%
<b>All Students - #</b>				
<b>%</b>				

  

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%	DataMate Math 2 ≥80%
<b>All Students-#</b>	46	59	58	105
<b>%</b>	17%	22%	22%	39%

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and secondary students grades 7/8, and in accordance with §100.11 of Commissioner's Regulations.

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify needs and root causes
2. Determining priorities and goals based on the needs identified
3. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
4. Identifying a plan to communicate the priorities with different stakeholders

### Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 4: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x		
May 6, 2021	x			
May 14, 2021		x		
May 21, 2021			x	
May 27, 2021			x	
June 2, 2021				x

### Stakeholder Participation

Identify how the perspectives of stakeholders of the All Students group have been incorporated into the SCEP. If the school targets a specific subgroup, include information in the chart below how perspectives of individuals responsible for students in that group have been incorporated into the plan.

Stakeholder group:	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Kim Fenty, Title I Reading Teacher Harris Dollinger, ENL Teacher Sue Vazquez, Intermediate Teacher Meredith Miralles, Primary Teacher Marissa Remeny, Pre-primary Teacher Mrs. Cara Caico, Assistant Principal Dr. Moira Gleeson, Principal  All staff continue to target students at Level 1 in the specific ESSA subgroups and developed cycles of improvement in ELA and Math related to enhancing the SOS support structure goals.
Parents with children from each identified subgroup	Corinna Kerber, Parent and CSEA Member Betsy Curbello, Parent and YFT Member
Students from each identified subgroup (seventh grade and above)	N/A

#### Notes:

As the school SCEP team develops the plan, make sure to include information as to how the school will address the following:

Instructional Loss and the interventions in place

Instructional Technology – maintaining practices currently in place in the classrooms

Social Emotional Learning Incorporating Suspension data by subgroup to monitor progress

## Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** Due to the current guidelines, electronic signatures will be accepted on this page. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)					Signature
		5/6	5/14	5/21	5/27	6/2	
Dr. Moira Gleeson	Principal	x		x	x	x	
Mrs. Toni Williams	Power-School Clerk	x	x	x	x	x	Toni Williams
Ms. Kim Fenty	Title I Reading	x	x	x	x	x	Kimberly Fenty
Mrs. Sue Vazquez	Intermediate Teacher	x	x	x	x	x	Suzette Vazquez
Meredith Miralles	Primary Teacher	x	x	x	x	x	
Marisa Remeny	Pre-primary Teacher	x	x	x	x	x	Marisa Remeny
Mr. Harris Dollinger	ENL Teacher	x	x	x	x	x	Harris Dollinger
Mrs. Betsy Curbello	Parent	x		x	x	x	
Mrs. Corinna Kerber	Parent	x	x	x	x	x	Corinna Kerber

## ELA Goal

### ELA Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
<b>All Students</b>	3% growth in Benchmark Scores from 57% in Winter 2021 to 60% in Winter 2022.
<b>MLL Students</b>	20% of the MLL students will exit the ENL Program

The ELA Goal is based on the data below.

\*Refer to the Dataset to Inform Goals Chart

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%
<b>All Students-# of students 2021</b>	46	63	69
<b>2022-# of students moving to the next level</b>	1	2	2

### Grades 7/8

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%
<b>All Students-# of students 2021</b>				
<b>2022- # of students moving to the next level</b>				

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the ELA Goal. Note: Instructional Technology in the classroom will reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the <b>first half of the year</b> to address goal identified above? (add additional rows as needed)		
Start	End	Action
August	December	Every classroom teacher (PK-6) will engage in Professional Development on the following:

## ELA Goal

		<ul style="list-style-type: none"> <li>• How to triangulate data from Fall MAP, Benchmark, and On-Demand Writing, to create Tier 2 and Tier 3 Reading Groups</li> <li>• Guided Oral Reading</li> <li>• Reader's Theatre</li> </ul>
September	December	Implementation of the School-Wide Writing Calendar-Revised Monthly Published Writing Celebrations via Microsoft Teams September: Retelling a Classic Tale October: Personal Narrative November: Letter Writing / Descriptive December: Authors as Mentors
September	December	Skill of the Month- September: Retell October: Main Idea / Supporting Details November: Summarizing December: Author's Purpose
September	December	Focus of Fluency in PK-6 (Fluency Block in Master Schedule) PK-1: Guided Oral Reading Grades 2-6: Reader's Theatre
September	December	Thinking Maps- September: Circle October: Bubble November: Double-Bubble December: Tree Map

### Mid-Year Benchmark

Identify what specifically you expect to see in the results of the Winter Benchmark/DataMate assessments to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups.

Assessment	Benchmark 2/DataMate 2 Performance 2021	January 2022 Target
Benchmark	58.5%	1.5% increase
ENL	Winter MAP	5% Growth Average

### Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed).*

Start	End	Action
January	June	Continued implementation of the School-Wide Writing Calendar-Revised January: Opinion Writing February: Persuasive Essay March: Non-fiction Writing

# ELA Goal

		April: Publishing a Brochure May: Poetic Pieces / Figurative Language June: Free Write
January	June	Skill of the Month- January: Opinion February: Compare / Contrast March: Informational April: Text Structure May: Drawing Conclusions / Making Inferences June: Integrating Information
January	June	Focus on Fluency in PK-6 (Fluency Block in Master Schedule) PK-1: Guided Oral Reading Grades 2-6: Reader's Theatre
January	June	Thinking Maps- January: The Flow Map February: The Multi-Flow Map March: The Brace April: The Bridge

## Addressing COVID-19 Related Challenges – ELA Goal

In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Updating ELA pacing charts in Grades Pk-6	Create vertical teams to ensure lost content is covered in Fall 2021	August-September 2021
Current 4 <sup>th</sup> Graders	Title I Focus on 4 <sup>th</sup> level students who scored <85% on NYS 3 <sup>rd</sup> Grade ELA Skills targeted will include: <ul style="list-style-type: none"> <li>• Grammar Basics</li> <li>• Writing Semantics</li> <li>• Reading Comprehension</li> </ul>	September-June 2022
Increase vocabulary for MLL Students	MLL students will utilize Benchmark to reinforce reading and writing skills. <ul style="list-style-type: none"> <li>• Develop vocabulary using graphic organizers including Thinking Maps-Circle and Frayer Model</li> <li>• Annotation of texts</li> <li>• Use graphic organizers including the use of RADD (restate, answer, detail, detail), COPS</li> </ul>	Weekly

## ELA Goal

(capital letter, organization, punctuation, spaces) when writing short and extended responses.

## Math Goal

### Math Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	3% growth in DataMate Scores from 42% in Winter 2021 to 45% in Winter 2022.
All Students	Winter MAP

The Math Goal is based on the data below.

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%
All Students-# of students 2021	46	59	58
2022-# of students moving to the next level	1	2	2

\*Refer to the Dataset to Inform Goals Chart

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the Math Goal. Note: Instructional Technology should reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the <b>first half of the year</b> to meet the goal identified above? (add additional rows as needed)		
Start	End	Action
August	September	Every classroom teacher (PK-6) will engage in Professional Development on the following: <ul style="list-style-type: none"> <li>How to triangulate data from Fall MAP, IReady, and Data Mate to create Tier 2 and Tier 3 Math Groups</li> <li>Minute Math Fluency</li> <li>Rocket Math</li> </ul>
September	December	<ul style="list-style-type: none"> <li>Minute Math (electronically and paper version) will be incorporated into the Master Schedule as a daily practice for K-3 from 8:35-8:45 a.m.</li> <li>Khan Academy (electronic only) will be incorporated into the master schedule as daily practice for 4-5-6.</li> </ul>

## Math Goal

- I-Ready daily practice (10-20 mins twice a week) for Grades PK-2

- I-Ready daily practice (10-30 mins daily) for Grades 3-6

Monthly celebrations for *Most Points Earned, Most Badges Earned, Most Skills Mastered*

September	December	Implementation of Daily Problem of the Day via Would you Rather
September	December	Creation and Implementation of the WIP (Work in Progress) Folders that addresses student's deficiencies in Math

## Mid-Year Benchmark

Identify what specifically you expect to see in the results of the DataMate assessment to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups.

Subgroup	DataMate 2 Performance 2021	January 2022 Target
All Students	43.5%	1.5% increase

## Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed)*

Start	End	Action
January	June	<ul style="list-style-type: none"> <li>• Minute Math (electronically and paper version) will be incorporated into the Master Schedule as a daily practice for K-3 from 8:35-8:45 a.m.</li> <li>• Khan Academy (electronic only) will be incorporated into the master schedule as daily practice for 4-5-6.</li> <li>• I-Ready daily practice (10-20 mins twice a week) for Grades PK-2</li> <li>• I-Ready daily practice (10-30 mins daily) for Grades 3-6</li> </ul> <p>Monthly celebrations for <i>Most Points Earned, Most Badges Earned, Most Skills Mastered</i></p> <ul style="list-style-type: none"> <li>• Khan Mappers-use Winter MAP Data to drive instruction (K-6)</li> </ul>

## Math Goal

January	June	Continued Implementation of Daily Problem of the Day via Would you Rather
January	June	Creation and Implementation of the WIP (Work in Progress) Folders that addresses student's deficiencies in Math

## Addressing COVID-19 Related Challenges – Math Goal

***In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)***

Need	Strategy to Address	When
Curriculum pacing charts need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August-September 2021
Goal Setting	I-Ready Goal Chart Trackers in K-6	August-June 2022
Fluency	Personalized Anchor Charts for at-risk students	September-December 2021

## Social Emotional Learning Goal

### Social Emotional Learning Goal

Schools should create a goal addressing one or more of the following: MTSS, SEL check ins, SEL curriculum. Include suspension data as a source to identify/monitor the goal.

#### June 2022 SMART Goal

School-wide Implementation of RULER by Yale.

Action Plan: August to January

What will the school do in the **first half of the year** to address goal identified above?

*(add additional rows as needed)*

Start	End	Action
August	August	Establishment of My Brother's Keeper at Montessori 27
August	September	Faculty/Staff Emotional Charter Review
September	October	Creation of the Classroom Emotional Intelligence Charter Establishment of Peer Group to resolve student disagreements
October	November	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>• Collage of Emotions (2013, Emotionally Intelligent Schools).</li> </ul>
November	December	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>• Emotional Changes Over Time (2013, Emotionally Intelligent Schools).</li> </ul>
December	December	Creation and administration of RULER survey for staff and students by the RULER Committee

#### Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2022 Target
Ruler Committee	Qualitative Data Triangulation
Meeting Notes	
Student / Staff Survey	Qualitative Data Triangulation

## Social Emotional Learning Goal

### Planning for January to June

What will the school do in the **second half of the year** to address the goal identified above? *(add additional rows as needed)*

Start	End	Action
January	February	Mood Meter Enrichment Activities: <ul style="list-style-type: none"> <li>Utility of Emotions (2013, Emotionally Intelligent Schools).</li> </ul>
February	March	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>Curriculum Enhancement-plotting emotional shifts in literacy characters (2013, Emotionally Intelligent Schools).</li> </ul>
March	April	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>The Arts and Emotions-Art created to represent each quadrant (2013, Emotionally Intelligent Schools).</li> </ul>
April	May	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>Emotional Changes Over Time (2013, Emotionally Intelligent Schools).</li> </ul>
May	June	Mood Meter Enrichment Activities <ul style="list-style-type: none"> <li>Daily Moods Data Analysis (2013, Emotionally Intelligent Schools).</li> </ul>

### Addressing COVID-19 Related Challenges

It is likely that the school experienced challenges in this area due to COVID-19. In the space below, identify the needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Attendance: getting back into the habit of coming to school everyday	Creating and fostering a welcoming atmosphere Motivate students to arrive to school on time with the Minute Math/Rocket Math incentives (healthy competition to win the reward by class)	Everyday
Social Justice Awareness	Benchmark Advance-5 Lessons for K-6 Social justice activities tie into the curriculum and stories being covered	Within each Benchmark Unit
Social Emotional Health of Remote Students	Classroom Mailboxes-students handwrite their concerns and place it in the mailbox for the teacher, social worker, assisting adult or principal to address either in a	Daily  Community Meetings - as needed

## Social Emotional Learning Goal

community meeting or 1:1. May or may not be anonymous

## Chronic Absenteeism Goal

### Chronic Absenteeism Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
<b>All Students</b>	33% of all students considered chronically absent will decrease by 5% to 28%
<b>Black Students</b>	33% of Black students considered chronically absent will decrease by 5% to 28%
<b>Hispanic Students</b>	45 % of Hispanic students considered chronically absent will decrease by 5% to 39%

The Chronic Absenteeism Goal is based on the data below.

\*Refer to the Dataset to Inform Goals Chart

	<b>Solid CA (&gt;80 attendance rate)</b>	<b>Current CA, could improve (80-89 attendance)</b>	<b>Currently not CA, but borderline (90-94 attendance)</b>	<b>Unlikely to be CA (&gt;94 attendance)</b>
All Students-# of students 2021	33	34	26	285
2022-# of students moving to the next level	4	4	1	1

Action Plan: August to January

What will the school do in the **first half of the year** to meet the goal identified above?  
(add additional rows as needed)

Start	End	Action
August	September	Creation of the Montessori 27 Attendance Committee Create Attendance Pads in English and Spanish
September	October	Weekly Meeting to Review Attendance Stats Attendance Letters Generated and Mailed Attendance Phone Calls Made Attendance Awards Presented Open House-Attendance Policy shared with families
October	November	Weekly Meeting to Review Attendance Stats Attendance Letters Generated and Mailed

## Chronic Absenteeism Goal

November	December	Attendance Phone Calls Made
		Attendance Awards Presented
		Weekly Meeting to Review Attendance Stats
		Attendance Letters Generated and Mailed
		Attendance Phone Calls Made
		Attendance Awards Presented

### Mid-Year Benchmark

The school will review attendance/chronic absentee data mid-year and identify what specifically you expect to see in the results of that data to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups.

Data Source	Subgroup	January 2022 Target
% of students with 9 or more absences	Black	
	Hispanic	2.5% decrease from September
33%	All Students	2.5% decrease from September
Attendance Parent Survey	All Students	Qualitative Data for those students with 10 or more absences

### Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed)*

Start	End	Action
January	February	Weekly Meeting to Review Attendance Stats
		Attendance Letters Generated and Mailed
		Attendance Phone Calls Made
		Attendance Awards Presented
February	March	Weekly Meeting to Review Attendance Stats
		Attendance Letters Generated and Mailed
		Attendance Phone Calls Made
		Attendance Awards Presented
March	April	Weekly Meeting to Review Attendance Stats
		Attendance Letters Generated and Mailed
		Attendance Phone Calls Made
		Attendance Awards Presented

### Chronic Absenteeism Goal

April	May	Weekly Meeting to Review Attendance Stats Attendance Letters Generated and Mailed Attendance Phone Calls Made Attendance Awards Presented
May	June	Weekly Meeting to Review Attendance Stats Attendance Letters Generated and Mailed Attendance Phone Calls Made Attendance Awards Presented

### Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 challenges/needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Increased Daily Attendance	Phone Calls by Powerschool Clerk, Social Worker	Weekly on a Monday
	Attendance Letters	Weekly
	Connect Ed Calls	Daily/Weekly (from Dr. Gleeson)

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Survey Responses	2022 Survey SMART Goal
Teacher	Reflective Dialogue 02	TDB	80% of teachers will score a 3 or 4 on the question item 012-Teachers in this school share and discuss student work with other teachers.

### Action Plan: August to January

What will the school do in the **first half of the year** to meet the goal identified above?  
(add additional rows as needed)

Start	End	Action
August	September	Teachers will engage in professional development that focuses on the components of reflective dialogue, and Problem of Practice
September	December	Teachers will engage in weekly grade level congruency focusing on weekly Problem of Practice followed by discussion, reflection and transformation
September	December	Teachers will engage in bi-monthly vertical grade level meetings

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically the school will expect to see in the results of that data to know that it is on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2022 Target
Teacher Survey via Forms	80% of teachers will score a 3 or 4 on the question item 012-Teachers in this school share and discuss student work with other teachers

### Planning for January to June

What will the school do in the **second half of the year** to ensure it meets the goal identified above?  
(add additional rows as needed)

Start	End	Action
January	June	Teachers will engage in weekly grade level congruency focusing on weekly Problem of Practice followed by discussion, reflection and transformation
January	June	Teachers will engage in bi-monthly vertical grade level meetings

## Survey Goal

### Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Social Emotional Health of Staff Members	SEL staff check ins during congruency	Weekly

## Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

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 plan before it is approved.
2. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
3. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
5. What is the school's plan to communicate the priorities and goals with different stakeholders?

The school's plan will be rolled out at the following events:

- Draft SCEP Plan was shared with the school community for feedback on June 3, 2021. Feedback is due on June 10, 2021.
- Teacher's Professional Development in August 2021
- Assisting Adults Professional Development in September 2021
- Open House September 2021
- First PTA Meeting of the 2021-2022 School Year
- Welcome Back Town Hall Meeting (via Zoom September 2021)