New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2021-2022
School Comprehensive Education Plan (SCEP)
Elementary and Middle Schools in Good Standing

District	School Name	Principal	Grades Served
Yonkers Public Schools	Montessori School 31	Ms. Jane Wermuth	PreK-6

2018-19 Accountability Data

In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	2	3	2	2	1	2

In the space below, provide the levels (e.g. 1-4) that the school received for all subgroups based on the 2018-19 data for the accountability indicators below. Add additional rows if necessary.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Asians	3	4	4			1
Black	2	2	2		1	4
ED	2	2	2	2	1	1
ELL	2	2	2	2	1	2
Hispanic	2	3	2	2	1	1
SWD	4	3	4		2	1
White	3	3	3		3	3

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, 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. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. 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: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
Example: 3/6/20	*x*	*x*			
6/2020	X	X			
8/2020					
10/2020					
11/2020					
12/2020					
1/2021					
2/2021					
3/2021					
4/2021					
5/2021					

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

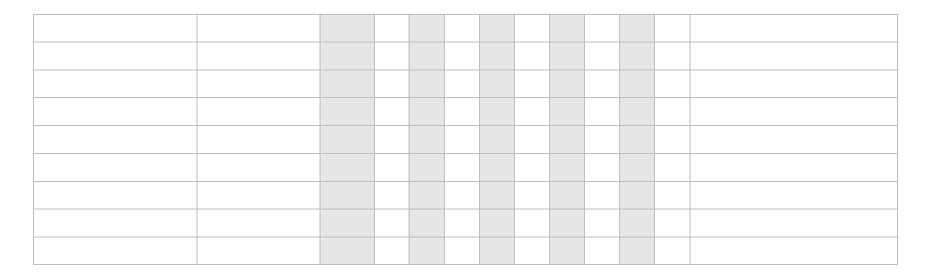| Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Continue to target students at a Level 1 in specific ESSA subgroups and develop cycles of improvement in ELA related to enhancing the SOS support structure goals.
Parents with children from each identified subgroup	During PTA Meetings, Surveys, Parent Committees, parents said to implement and monitor goals for all students but particularly ESSA students. Outcomes of MAP data should be shared with parents.
Students from each identified subgroup (seventh grade and above)	

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. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why the school was unable to obtain the signature of the individual. 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
		6/10/20										
Dr. Sharon Banks-Williams	Principal	x										Addendum Attached
Agnese Amato	Teacher	x										Addendum Attached
Monica Avila	Teacher	x										Addendum Attached
Victoria Butler	Teacher	x										Addendum Attached
Mara Kennedy	Teacher	x										Addendum Attached
Maureen Corrigan-Connell	Teacher	x										Addendum Attached
Carol Mante	Teacher	x										Addendum Attached
Aida Rivas	Teacher	x										Addendum Attached
Nicholas Vitulli	Teacher	x										Addendum Attached
Christina Mahoney	Parent/CSEA	x										Addendum Attached

Evidence-Based Intervention

As part of their SCEP, all schools must implement one or more of the Evidence-Based Interventions listed below. SCEP Development Teams should consider the school's area of need and the root causes identified when considering which Evidence-Based Intervention to pursue.

Evidence-based interventions
- Instructional Coaching
- Professional Learning Communities (district intervention)
- Principal Leadership Development
- Elementary School Looping
- Restorative Justice
- Middle School Flexible Scheduling
- Establish an Early Warning Intervention and Monitoring System
- Align High School and College Courses to Increase Post-Secondary Transition Outcomes

Evidence-based intervention(s) identified:	Elementary School Looping
SCEP Goal(s) this strategy will support:	ELA, Math & ELP

District Instructional Foci

- Standards-based learning targets
- Accountable talk
- Looking at student work/ task analysis
- Actionable feedback (Standards-based rubric-driven)

District Instructional Foci identified:	Standards-based learning targets
SCEP Goal(s) this strategy will support	ELA, Math & ELP

ELA Goal

Schools should refer to the MIPs when developing their SMART Goal.

By June2021, the Black student subgroup will achieve a PI of _____ ; ; the ED subgroup will achieve a PI of _____: the ELL subgroup will achieve a PI of _____: and the Hispanic subgroup will achieve a PI of _____on the Spring 2021 NYSED ELA Assessment. This equates to the movement of approximately ___ Black students, _____ ED students, _____ ELL students and ___ Hispanic students.

Subgroup	June 2021 SMART Goal	2018-19 ELA Academic Achievement Index
Black	125.5	118.3
ED	128.6	121.8
ELL	71.1	58.9
Hispanic	129.5	122.9

Root Causes

Root causes should be identified during the school's review of data, practices and resources and should represent the school's best guess as to what factors are contributing to the school's current performance. After identifying possible root causes, the school should identify if they are specific to certain sections of the school.

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
Attendance	Pre-K-6
Limited Professional Development	Pre-K-6

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
		ELA - INSTRUCTIONAL STRATEGY
8/20	1/21	**-Skill of the Week** - Generated by Teachers
8/20	1/21	- **Writing Across the Curriculum**: Concept Organizers-Specific to topic, Reciprocal Learning Strategies (Clarifying, Questioning, Summarizing, Predicting), Exemplars of authentic writing, Think Aloud, Teacher/Student Modeling, Vocabulary, Stakeholders - who share their expertise in writing
8/20	1/21	- **Project Based Learning**: Use of driving questions/Essential Question, Use of HOT (Higher Order Thinking) Questions, Include: Reflection, Practice, Constructive Feedback, Collaboration, Articulate Learning, Soft Skills (Interpersonal Skills: ie,

		communication, flexibility, teamwork, listening skills, time management, problem solving)
8/20	1/21	**- Vocabulary Development:** Tier 2 words and terms used on NY State Exams
8/20	1/21	**- Higher Level Challenges**: Test Taking Strategies, Build grit/perseverance with reflection and Visualization Strategies
8/20	1/21	The Support Staff and Aides will provide Tier 2 instruction for a minimum of 30 minutes, twice per week
8/20	1/21	The Resource/Reading Teacher will provide Tier 3 instruction as per state requirement.
8/20	1/21	Extended Learning is provided after school for 1.50 hours, twice during the week, if supported, to enrich and accelerate students' learning.
8/20	1/21	Test prep and spiraling learning packets are created by the classroom teachers.
8/20	1/21	Reading Buddies (6th Grade students pair up with younger students and read together).
8/20	1/21	SMART volunteers also provide reading assistance to K-3 Level struggling students.
8/20	1/21	Friday learning workshops will be provided by classroom teachers.
8/20	1/21	A Committee of grade level teachers will review and revise grade level learning, to further support below, on, and above level learners.
8/20	1/21	Word of the day; Friday Morning Focus - Test Prep and Assessments
8/20	1/21	Accountable Talk: RTI, Student Engagement, and Actionable Feedback
8/20	1/21	YouTube Professional Development Videos
8/20	1/21	Integrate Opportunities for students to discuss content, problem solving and vocabulary with peers
8/20	1/21	All Subjects - Identifying needs of all our students, with special attention to our ENL/Hispanic/Black Subgroups

8/20	1/21	Teachers will continue ELA 90 Minute blocks of study
8/20	1/21	Implementation of GRIT philosophy - Develop methods of getting out of the MUD
8/20	1/21	Daily Community Meetings: Supplemental work, students goal setting,
8/20	1/21	Teachers will continue Writer's Workshop for one hour, three times per week. Mini-lessons with the use of writing exemplars will focus on targeted concepts and skills, including the use of district adopted reading program. Reading/writing workshop support materials will serve as additional support. Students will have the opportunity to "have a go at it" and practice their skills, including composition of essays using CBT. Teachers will continue to support Montessori 31 school goals in the areas of Technology and Project Based Learning (STEAM) ie, Tech Squad and partnership with Roosevelt High School, STILE, and Greenburgh Nature Center (Grandpa's Garden).
8/20	1/21	Teachers will continue first writing genre study using rich literature and writing exemplars with rubrics which provide a clear description of proficient student work across grade levels. Students are empowered and guided towards achieving and exceeding performance standards when they apply the rubrics. They will use rich descriptive language that allows them to verify their score, accurately self-assess, and self-correct. A writing celebration will culminate this study, celebrating student authors. Students will continue to enhance their learning goals with an emphasis on Project Based Learning and Technology.
8/20	1/21	Teachers analyze the Item Analysis produced by New York State to identify areas that need improvement with ongoing exploration and implementation of district adopted reading program.
8/20	1/21	Using data identified from ELA, ESSA, and Internal Data Driven Instruction workshops, teachers will create materials necessary for students in need of improvement, student support is ongoing based on re-evaluation assessments.
8/20	1/21	Students become active participants in their learning, (ie, student roles, facilitators, recorders, presenters).
8/20	1/21	New Reading Program (Benchmark) starts in September. Teachers will be trained over several sessions and share their experiences
8/20	1/21	Teachers will follow a Technology Usage Schedule that exposes students to technology resources and practices.
8/20	1/21	We will address leadership practices that will analyze root causes for movement towards increased student achievement. We will

		focus on what we want to prioritize and what will have the highest impact on our school's data.
8/20	1/21	Ongoing Professional conversations, critiques, and data analysis in an effort to see where our greatest impact lays (Root Cause Analysis/Fishbone)
8/20	1/21	The weekly assessment will be Standardized testing tools across grade levels to measure what is working best, have a consistent focus on ***what has been taught versus what has been learned***
8/20	1/21	Set the environment where students need to understand the goals and objective, and develop GRIT, which will impact life-long learning

Mid-Year Benchmark

Identify what specifically you expect to see in the results of the Winter MAP to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
Winter MAP	45.86% At or Above Grade Level	45.86% At or Above Grade Level

Include the January 2020 data from Black, ED, ELL and Hispanic students and their 2021-projected RIT.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/21	6/21	The Support Staff and Aides will provide Tier 2 instruction for a minimum of 30 minutes, twice per week for whom?
1/21	6/21	The Resource/Reading Teacher will provide Tier 3 instruction as per state requirement for whom?

1/21	6/21	Extended Learning is provided after School for 1.30 hours, twice during the week, if funding is available for whom?
1/21	6/21	Test prep and spiraling learning packets are created by the classroom teachers Teachers will administer weekly and unit (every 3 weeks) assessments from Benchmark Advance and examine student performance for instructional adjustments.
1/21	6/21	Reading buddies (6th grade students paired up with younger students and read together).
1/21	6/21	SMART Volunteers also provide reading assistance to K-3 level struggling students (if program is allowed to continue)
1/21	6/21	Friday learning workshops will be provided by classroom teachers. for whom? A Committee of grade level teachers will review and revise grade level learning, to further support below, on, and above level learners Word of the Day; Friday Morning Focus - Test Prep and Assessments
1/21	6/21	Teachers will continue ELA 90 Minute blocks of study
1/21	6/21	Implementation of GRIT philosophy - Develop methods of getting out of the MUD
1/21	6/21	Daily Community Meetings: Supplemental work, students goal setting
1/21	6/21	Teachers will continue Writer's Workshop (3 times per week). Mini-lessons with the use of writing exemplars will focus on targeted concepts and skills, including the use of reading/writing workshop support materials will serve as additional support.
1/21	6/21	Students will have the opportunity to "have a go at it" and practice their skills, including composition of extended response using CBT. Teachers will continue to support Montessori 31 school goals in the areas of Technology and Project Based Learning (STEAM) ie, Tech Squad and partnership with Roosevelt High School, STILE, and Greenburgh Nature Center (Grandpa's Garden).
1/21	6/21	Teachers will continue first writing genre study using rich literature and writing exemplars with rubrics which provide a clear description of proficient student work across grade levels. Students are empowered and guided towards achieving and exceeding performance standards when they apply the rubrics. They will use rich descriptive language that allows them to verify their score,

		accurately self-assess, and self-correct. A writing celebration will culminate this study, celebrating student authors. Students will continue to enhance their learning goals with an emphasis on Project Based Learning and Technology.
1/21	6/21	Using data identified from ELA, ESSA, and Internal Data Driven Instruction workshops, teachers will create materials necessary for students in need of improvement, student support is ongoing based on re-evaluation assessments.
1/21	6/21	Students become active participants in their learning, (ie, student roles, facilitators, recorders, presenters).
1/21	6/21	New Reading Program (Benchmark) starts in September. Teachers will be trained over several sessions and share their experiences
1/21	6/21	Teachers will follow a Technology Usage Schedule that exposes students to technology resources and practices, ie, district sponsored platforms and distance learning resources.
1/21	6/21	Students will actively participate in Goal Setting and reflection. We will address leadership practices that will analyze root causes for movement towards increased student achievement as identified through our problem of practice. Upon analyzing the data, we will focus on what we want to prioritize and what will have the highest impact on our school's scores.
1/21	6/21	Ongoing Professional conversations, critiques, and data analysis in an effort to see where our greatest impact lays (Root Cause Analysis/Fishbone)
1/21	6/21	The weekly assessment will be Standardized testing tool across grade levels to measure what is working best, have a consistent focus on ***what has been taught versus what has been learned***
1/21	6/21	Set the environment where students need to understand the goals and objective, and develop GRIT, which will impact life-long learning
1/21	6/21	Teachers will continue second writing genre study using rich literature and writing exemplars with rubrics which provide a clear description of proficient student work across grade levels. Students are empowered and guided towards achieving and exceeding performance standards when they apply the rubrics. They will use rich descriptive language that allows them to verify their score and accurately self-assess and self-correct.
1/21	6/21	Teachers will continue to introduce the third writing genre study using rich literature and writing exemplars with rubrics which provides a clear description of proficient student work across grade

		levels. Students are empowered and guided towards achieving and exceeding performance standards when they apply the rubrics. They will use rich descriptive language that allows them to verify their score and accurately self-assess and self-correct. A writing celebration will culminate this study, celebrating student authors. Technology Culminating Activity and Project Based Learning (STEAM Fair). Internal Technology Squad Activity and Project Based Learning creates a "Year In Review" Video.

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-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
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Social Emotional Learning	-Professional Development for all Montessori 31 staff, in an effort to prepare for supporting students and families upon return or with continued distance learning. -Students will revisit former teacher, if within state guidelines, for a closing session.	Beginning August 2020 and ongoing
Assess, Review & Remediate	Students will be assessed, beginning with SEL areas to determine readiness for instruction. Secondly, focus will be on areas of instruction that were covered during distance learning to determine student readiness in various skill and content areas. Areas needing remediation will be identified and instruction will be planned accordingly.	Beginning September 2020 and ongoing
Technology	Determine NYS technology protocols for usage. Assess technology access at home for all students. Assess technology condition and availability of current school devices. Request for additional devices will be made.	July/August 2020 and ongoing

Math Goal

Schools should refer to the MIPs when developing the SMART goal.

See ELA recommendations

Subgroup	June 2021 SMART Goal	2018-19 Math Academic Achievement Index
All	123.2	115.8
Black	113.0	104.6
ED	117.9	110.1
ELLS	72.1	66.3
HISPANIC	116.0	108.0
SD	133.3	126.9
WHITE	137.6	131.6

Root Causes

Root causes should be identified during the school's review of data, practices and resources and should represent the school's best guess as to what factors are contributing to the school's current performance. After identifying possible root causes, the school should identify if they are specific to certain sections of the school.

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
Attendance	Pre-K-6
Limited Professional Development	Pre-K-6

Consider the Standards the students are struggling in as a root cause.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/20	1/21	***MATH - INSTRUCTIONAL STRATEGY***
8/20	1/21	**- Spiral Learning with the use of need based instruction**: Modules Pacing
8/20	1/21	**- Think, Pair, Share**
8/20	1/21	**- Vocabulary Development** (Modules)
8/20	1/21	**- Technology Based Learning: Khan Academy, MAP Skills, ZEARN Math (K - 6) (problem-solving), Sum Dog (fluency), Happy Numbers (reinforcement)** (based on platforms/resources available)

8/20	1/21	**- Project Based Learning**: Use of driving questions/Essential Question, Use of HOT (Higher Order Thinking) Questions, Include: Reflection, Practice, Constructive Feedback, Collaboration, Articulate Learning, Soft Skills (Interpersonal Skills: ie, communication, flexibility, teamwork, listening skills, time management, problem solving) **Is this really appropriate for a Math goal? If not, you may eliminate it.**
8/20	1/21	**- Vocabulary Development:** Tier 2 words and terms used on NY State Exams
8/20	1/21	**- Higher Level Challenges**: Test Taking Strategies, Build grit/perseverance with reflection and Visualization Strategies
8/20	1/21	The Support Staff and Aides will provide Tier 2 instruction for a minimum of 30 minutes, twice per week
8/20	1/21	The Resource Teacher will provide Tier 3 instruction as per state requirement.
8/20	1/21	Extended Learning is provided after school for 1.50 hours, twice during the week, if supported and funded, to enrich and accelerate student's learning.
8/20	1/21	Test prep and spiraling learning packets are created by the classroom teachers.
8/20	1/21	Friday learning workshops will be provided by classroom teachers.
8/20	1/21	A Committee of grade level teachers will review and revise grade level learning, to further support below, on, and above level learners.
8/20	1/21	Word of the day; Friday Morning Focus - Test Prep and Assessments (NYS MATH Modules, Khan Academy)
8/20	1/21	Accountable Talk: RTI, Student Engagement, and Actionable Feedback
8/20	1/21	YouTube Professional Development Videos
8/20	1/21	Integrate Opportunities for students to discuss content, problem solving and vocabulary with peers
8/20	1/21	All Subjects - Identifying needs of all our students, with special attending to our ENL/Hispanic/Black Subgroups
8/20	1/21	Teachers will continue Math 90 Minute blocks of study

8/20	1/21	Implementation of GRIT philosophy - Develop methods of getting out of the MUD
8/20	1/21	Daily Community Meetings: Supplemental work, students goal setting
8/20	1/21	Using data identified from MATH, ESSA, and Internal Data Driven Instruction workshops, teachers will create materials necessary for students in need of improvement, student support is ongoing based on re-evaluation assessments.
8/20	1/21	Students become active participants in their learning, (ie, student roles, facilitators, recorders, presenters).
8/20	1/21	Teachers will follow a Technology Usage Schedule that allows for practice to utilize online resources.
8/20	1/21	Math Friday Practice Time - NYS Math Modules, Khan Academy, Sum Dog, and use of Teacher generated material
8/20	1/21	We will address leadership practices that will analyze root causes for movement towards increased student achievement. Upon analyzing the data, we will focus on what we want to prioritize and what will have the highest impact on our school's scores.
8/20	1/21	Ongoing Professional conversations, critiques, and data analysis in an effort to see where our greatest impact lays (Root Cause Analysis/Fishbone)
8/20	1/21	Set the environment where students need to understand the goals and objective, and develop GRIT, which will impact life-long learning

Mid-Year Benchmark

Identify what specifically you expect to see in the results of the Winter MAP to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

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

Assessment	January 2020 Performance	January 2021 Target
Winter MAP	35.76% At or Above Grade Level	35.76% At or Above Grade Level

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/21	6/21	The Classroom teacher will provide daily core curriculum instruction and RTI services
1/21	6/21	The support staff will provide Tier 2 instruction for a minimum of 30 minutes three times per week
1/21	6/21	Targeted instruction is provided after school for 1.5 hours two times during the week, if supported
1/21	6/21	Dedicated planning time to analyze test format.
1/21	6/21	The Resource Teacher will provide Tier 3 instruction as per state requirement
1/21	6/21	Various weekly learning workshops – one-hour duration is provided by classroom teachers. A Committee of teachers will review and revise grade level learning, accommodate below level learners, and gifted and talented challenges.
1/21	6/21	Test prep and spiraling learning packets are created by the classroom teachers
1/21	6/21	Teachers will continue ELA and MATH 90 Minute blocks of study
1/21	6/21	Implementation of GRIT philosophy - Develop methods of getting out of the MUD
1/21	6/21	Daily Community Meetings: Supplemental work, students goal setting
1/21	6/21	Khan Academy/Sum dog Programs - utilization during school and at home
1/21	6/21	Teachers will continue to utilize the Engage NY Math Modules pacing guide in an effort to meet the standards
1/21	6/21	Using data identified from Math, ESSA, and Internal Data Driven Instruction workshops, teachers will create material and plans to address the enhanced skills for identified students below performance level and categories identified in ESSA. Through use of weekly assessments, classroom support and instruction, revisit level of students' skill gaps and re-evaluate support where needed.
1/21	6/21	Active student's engagement: student roles, facilitators, recorders, presenters
1/21	6/21	Teachers will develop and implement a Technology Usage schedule to utilize and practice online resources.

1/21	6/21	Math Friday Practice Time- NYS Math Modules, Khan Academy, Sum Dog, and use of Teacher generated material
1/21	6/21	Implementation of a Word of the Day from Math Modules
1/21	6/21	Student Goal Setting and structures, student feedback, Survey of their results
1/21	6/21	Ongoing Professional conversations, critiques, and data analysis in an effort to see where our greatest impact lays
1/21	6/21	Set the environment where students need to understand the goals and objective, and develop GRIT, which will impact life-long learning

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-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
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Social Emotional Learning	-Professional Development for all Montessori 31 staff, in an effort to prepare for supporting students and families upon return or with continued distance learning. -Students will revisit former teacher, if within state guidelines, for a closing session.	Beginning August 2020 and ongoing
Assess, Review & Remediate	Students will be assessed, beginning with SEL areas to determine readiness for instruction. Secondly, focus will be on areas of instruction that were covered during distance learning to determine student readiness in various skill and content areas. Areas needing remediation will be identified and instruction will be planned accordingly.	Beginning September 2020 and ongoing
Technology	Determine NYS technology protocols for usage. Assess technology access at home for all students. Assess technology condition and availability of current school	July/August 2020 and ongoing

	devices. Request for additional devices will be made.	

ELP or School-Selected Goal

Schools that received a Level 1 for English Language Proficiency are required to develop a goal for this indicator. Schools that received a Level 2 or higher, and schools that did not receive a level for this indicator, may substitute a school-selected goal.

June 2021 SMART Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Focus on Crosswalk towards Next Generation Standards	0.66

Root Causes

Root causes should be identified during the school's review of data, practices and resources and should represent the school's best guess as to what factors are contributing to the school's current performance. After identifying possible root causes, the school should identify if they are specific to certain sections of the school.

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Class Size	Pre-K-6
Attendance	Pre-K-6
Limited Professional Development	Pre-K-6

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/20	1/21	*MATH - INSTRUCTIONAL STRATEGY*
8/20	1/21	**- Spiral Learning with the use of need based instruction**: Modules Pacing
8/20	1/21	**- Think, Pair, Share**
8/20	1/21	**- Vocabulary Development** (Modules)
8/20	1/21	- **Technology Based Learning:** Khan Academy, MAP Skills, ZEARN Math (K - 6), Sum Dog Math *ELA - INSTRUCTIONAL STRATEGY*

8/20	1/21	**- Data Analysis to inform Differentiated Instruction**: SMART Goal Setting, Formative Assessment, Summative Assessment, Brain-Breaks Strategies (in all areas);
8/20	1/21	- **Writing Across the Curriculum**: Concept Organizers-Specific to topic, Reciprocal Learning Strategies (Clarifying, Questioning, Summarizing, Predicting), Exemplars of authentic writing, Think Alouds, Teacher/Student Modeling, Vocabulary, Stakeholders-who share their expertise in writing
8/20	1/21	**- Project Based Learning**: Use of driving questions/Essential Question, Use of HOT (Higher Order Thinking) Questions, Include: Reflection, Practice, Constructive Feedback, Collaboration, Articulate Learning, Soft Skills (Interpersonal Skills: ie, communication, flexibility, teamwork, listening skills, time management, problem solving)
8/20	1/21	**- Higher Level Challenges**: Test Taking Strategies, Build grit/persistence with reflection, Visualization Strategies
8/20	1/21	*ALL SUBJECTS*
8/20	1/21	- **Accountable Talk: RTI, Student Engagement, and Actionable Feedback**
8/20	1/21	- **You Tube Professional Development Videos**
8/20	1/21	During Open House, meet with ELL families and share access to different opportunities and instructional information
8/20	1/21	Communicate with ELL Parents of upcoming Title I & III workshops what would be of benefit to the parent in understanding how to best assist their student. Include home language and translators as much as possible to enhance the understanding.
8/20	1/21	Improve the written and verbal communication to parents in their home language
8/20	1/21	ELL students' participation in an Oratory activity, with the purpose of increasing their verbal communication experiences in public.
8/20	1/21	Analyze results of latest NYSESLAT testing to determine areas of strength, and areas that need additional support. In testing grades, review of NYS test results to determine the same

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. This should represent an improvement from the same data from January 2020.

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

Data Source	January 2020 Results	January 2021 Target
MAP	**(Specific Data Not Available at Present - Working Remotely)**	

Planning for January to June

		If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*
Start	**End**	**Action**
1/21	6/21	***MATH - INSTRUCTIONAL STRATEGY***
1/21	6/21	**- Spiral Learning with the use of need based instruction**: Modules Pacing
1/21	6/21	**- Think, Pair, Share**
1/21	6/21	**- Vocabulary Development** (Modules)
1/21	6/21	- **Technology Based Learning: Khan Academy, MAP Skills, ZEARN Math (K - 6), Sum Dog Math**
1/21	6/21	***ELA - INSTRUCTIONAL STRATEGY***
1/21	6/21	**- Data Analysis to inform Differentiated Instruction**: SMART Goal Setting, Formative Assessment, Summative Assessment, Brain-Breaks Strategies (in all areas);
1/21	6/21	- **Writing Across the Curriculum**: Concept Organizers-Specific to topic, Reciprocal Learning Strategies (Clarifying, Questioning, Summarizing, Predicting), Exemplars of authentic writing, Think Alouds, Teacher/Student Modeling, Vocabulary, Stakeholders-who share their expertise in writing
1/21	6/21	**- Project Based Learning**: Use of driving questions/Essential Question, Use of HOT (Higher Order Thinking) Questions, Include: Reflection, Practice, Constructive Feedback, Collaboration, Articulate learning, Soft Skills

1/21	6/21	**- Higher Level Challenges**: Test Taking Strategies, Build grit/persistence with reflection, Visualization Strategies
1/21	6/21	***ALL SUBJECTS***
1/21	6/21	**- Accountable Talk: RTI, Student Engagement, and Actionable Feedback**
1/21	6/21	**- You Tube Professional Development Videos**
1/21	6/21	Communicate with ELL Parents of upcoming Title I & III workshops what would be of benefit to the parent in understanding how to best assist their student. Include home language and translators as much as possible to enhance the understanding.
1/21	6/21	Improve the written and verbal communication to parents in their home language
1/21	6/21	ELL students' participation in an Oratory activity, with the purpose of increasing their verbal communication experiences in public.
1/21	6/21	Analyze results of latest NYSESLAT testing to determine areas of strength, and areas that need additional support. In testing grades, review of NYS test results to determine the same

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-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 Learning	-Professional Development for all Montessori 31 staff, in an effort to prepare for supporting students and families upon return or with continued distance learning. -Students will revisit former teacher, if within state guidelines, for a closing session. - The Pupil Support Team will provide resources and tips to staff on how to manage personal safety and to develop self-care strategies during Covid-19.	Beginning August 2020 and ongoing

Assess, Review & Remediate	Students will be assessed, beginning with SEL areas to determine readiness for instruction. Secondly, focus will be on areas of instruction that were covered during distance learning to determine student readiness in various skill and content areas. Areas needing remediation will be identified and instruction will be planned accordingly.	Beginning September 2020 and ongoing
Technology	Determine NYS technology protocols for usage. Assess technology access at home for all students. Assess technology condition and availability of current school devices. Request for additional devices will be made.	July/August 2020 and ongoing

Chronic Absenteeism or School-Selected Goal

Subgroup	June 2021 SMART Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
ALL	23.0	24.6
ASIAN	--	14.8
BLACK	25.6	27.6
ED	29.0	31.4
ELL	28.0	30.2
HISPANIC	26.5	28.5
SWD	25.8	27.8
WHITE	14.7	15.7

Root Causes

Root causes should be identified during the school's review of data, practices and resources and should represent the school's best guess as to what factors are contributing to the school's current performance. After identifying possible root causes, the school should identify if they are specific to certain sections of the school.

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Class Size	Pre-K-6
Attendance	Pre-K-6
Limited Professional Development	Pre-K-6

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/20	1/21	Produced and published an attendance policy for distribution to staff and parents in Parent Handbook and Staff Manuals, including copies of flyers from *Every Student Present* in multiple languages.
8/20	1/21	Explore and share Yonkers Public Schools' Attendance Policy as stated in Code of Conduct
8/20	1/21	Shared our attendance policy with parents attending Open House

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. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup	January 2020 Results	January 2021 Target
% of students with 9 or more absences (*replace with alternate data source if not using a CA goal*)			
Power School-Attendance Disproportionality Report	**Latino**	10% (38 Students)	
	ELL/MLL	3% (10 Students)	
	Black	3% (12 Students)	
	White	2% (6 Students)	
	Asian	1% (5 Students)	
	SWD	5% (17 Students)	
	Other Ethnicity	1% (3 Students)	

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
1/21	6/21	Continue to monitor attendance of our school population. Any issues will be shared with our school's Attendance Liaison Amy Alvarez.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-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 Learning	-Professional Development for all Montessori 31 staff, in an effort to prepare for supporting students families, and staff upon return or with continued distance learning. -Students will revisit former teacher, if within state guidelines, for a closing session. - The Pupil Support Team will provide resources and tips to staff on how to manage personal safety and to develop self-care strategies during Covid-19.	Beginning August 2020 and ongoing
Assess, Review & Remediate	Students will be assessed, beginning with SEL areas to determine readiness for instruction. Secondly, focus will be on areas of instruction that were covered during distance learning to determine student readiness in various skill and content areas. Areas needing remediation will be identified and instruction will be planned accordingly.	Beginning September 2020 and ongoing
Technology	Determine NYS technology protocols for usage. Assess technology access at home for all students. Assess technology condition and availability of current school devices. Request for additional devices will be made.	July/August 2020 and ongoing

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2018/19 Results *(no survey was conducted in 2020)*
Montessori School 31 Community	What aspects of distance learning provided by the Montessori School 31 Community were successful? What aspects were challenging or unsuccessful? What areas are in need of improvement?	Goal: 100% response	

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Class Size
Attendance
Limited Professional Development

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
8/20	1/21	Identify the Social Emotional Needs and Wellbeing of our school community
8/20	1/21	Plan Professional Development for all Montessori School Staff Members in addressing and providing SEL needs, resources, support, webinars, etc... due to the lack of support staff availability
8/20	1/21	Assess the Covid-19 Slide
8/20	1/21	Determine needs for remediation and plan accordingly
8/20	1/21	Implement the work designed to put our plan into action
8/20	1/21	Identify any recurring problems of practice (2019-2020)
8/20	1/21	Create Fishbone diagram with a root cause analysis, work there of for 2020-2021 school year

8/20	1/21	Create a plan to prepare for a recurrence of Covid-19 and the like, for emergency closing and distance learning. This would include parent training and support for distance learning.

Mid-Year Benchmark

Identify what 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 targets across multiple sources of data.	
Data Source	**January 2021 Target**
Survey Results	Identify tasks to reach goals

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
1/21	6/21	Assess and Repeat:
1/2	6/21	Identify the Social Emotional Needs and Wellbeing of our school community.
1/21	6/21	Plan Professional Development for all Montessori School Staff Members in addressing and providing SEL needs, resources, support, webinars, etc... due to the lack of support staff availability
1/21	6/21	Assess the Covid-19 Slide
1/21	6/21	Determine needs for remediation and plan accordingly
1/21	6/21	Implement the work designed to put our plan into action
1/21	6/21	Identify any recurring problems of practice (2019-2020)

1/21	6/21	-Create Fishbone diagram with a root cause analysis, work there of for 2020-2021 school year -Create a plan to prepare for a recurrence of Covid-19 and the like, for emergency closing and distance learning. This would include parent training and support for distance learning.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-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 Learning	-Professional Development for all Montessori 31 staff, in an effort to prepare for supporting students and families upon return or with continued distance learning. -Students will revisit former teacher, if within state guidelines, for a closing session. -The Pupil Support Team will provide resources and tips to staff on how to manage personal safety and to develop self-care strategies during Covid-19.	Beginning August 2020 and ongoing
Assess, Review & Remediate	Students will be assessed, beginning with SEL areas to determine readiness for instruction. Secondly, focus will be on areas of instruction that were covered during distance learning to determine student readiness in various skill and content areas. Areas needing remediation will be identified and instruction will be planned accordingly.	Beginning September 2020 and ongoing
Technology	Determine NYS technology protocols for usage. Assess technology access at home for all students. Assess technology condition and availability of current school devices. Request for additional devices will be made.	July/August 2020 and ongoing

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?

School Website, Newsletter, Connect-Ed Phone Calls, Teacher Web Pages, Parent Distribution Emails

Signature Addendum

With the issue of Covid-19, all Committee members are working remotely. Physical signatures will not be obtainable until the Committee meets in person.