



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 | Eugenio Maria de Hostos | Elda Perez-Mejia | PK-8 |

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% |
|-----------------------|---------------------|-----------------------|-----------------------|---------------------|
| All Students-# | 116 | 104 | 82 | 57 |
| % | 32% | 29% | 23% | 16% |

| Subgroup | DataMate ELA 2 <40% | DataMate ELA 2 40-59% | DataMate ELA 2 60-79% | DataMate ELA 2 ≥80% |
|-------------------------|---------------------------|-----------------------------|-----------------------------|---------------------------|
| All Students - # | 41 | 44 | 31 | 10 |
| % | 33% | 35% | 25% | 8% |

| Subgroup | DataMate Math 2 <40% | DataMate Math 2 40-59% | DataMate Math 2 60-79% | DataMate Math 2 ≥80% |
|-----------------------|----------------------------|------------------------------|------------------------------|----------------------------|
| All Students-# | 145 | 140 | 92 | 103 |
| % | 30% | 29% | 19% | 21% |

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.

| 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 |
|------------------|--|--|--|--|
| May 4, 2021 | X | X | | |
| June 15, 2021 | X | X | X | |
| September 2021 | | | | X |
| October 13, 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 | Teacher climate survey for all staff. Equity Self-reflection survey was also administered to whole staff. |
| Parents with children from each identified subgroup | Parent Climate survey |
| Students from each identified subgroup (seventh grade and above) | Student Climate Survey |

Stakeholder Involvement Signature Page

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 <i>(enter m/dd in the space below and mark an X for each date the individual attended)</i> | | | | | | | | | | Signature |
|------------------|-------------------------|---|---------|------|-------|--|--|--|--|--|--|-----------|
| | | 5/5/21 | 6/16/21 | 9/21 | 10/13 | | | | | | | |
| Elda Perez-Mejia | Principal | X | ABS | X | X | | | | | | | |
| Jeremy Rynders | Assistant Principal | X | X | X | ABS | | | | | | | |
| Rose Johnson | SPED Teacher | X | X | X | X | | | | | | | |
| Kelly Ficarrota | K Teacher | X | X | X | X | | | | | | | |
| Siobhan Henry | 5 th Teacher | X | X | X | ABS | | | | | | | |
| Maria Randazzo | YFT Rep | X | X | X | X | | | | | | | |
| Dorothy Honovich | CSEA Rep | X | X | ABS | ABS | | | | | | | |
| Brenda Cardoza | Parent | X | X | | | | | | | | | |
| Amerli Ventura | Student | | X | | | | | | | | | |
| Bryan Cardoso | Student | | X | | | | | | | | | |
| Marbella Corona | Student | | X | | | | | | | | | |

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 |
|---------------------|--|
| All Students | By April of 2022, 10% of students will Improve reading of Informational Text with particular emphasis on citing text evidence and identifying central idea |
| RI1* | Cite text evidence to support analysis of what text explicitly says and inferences drawn from text |
| RI2* | Determine central idea of a text and how its conveyed through particular details; provide a summary of text distinct from personal opinions and judgements |

The ELA Goal is based on the data below.

*Refer to the Dataset to Inform Goals Chart

Grades K-6

| Subgroup | Benchmark 2 <40% | Benchmark 2 40-59% | Benchmark 2 60-79% |
|--|---------------------|-----------------------|-----------------------|
| All Students-# of students 2021 | 116 | 104 | 82 |
| 2022-# of students moving to the next level | | | |

Grades 7/8

| Subgroup | DataMate ELA 2 <40% | DataMate ELA 2 40-59% | DataMate ELA 2 60-79% | DataMate ELA 2 ≥80% |
|---|---------------------------|-----------------------------|-----------------------------|---------------------------|
| All Students-# of students 2021 | 41 | 44 | 31 | 10 |
| 2022- # of students moving to the next level | | | | |

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 first half of the year to address goal identified above? (add additional rows as needed) | | |
|---|--------------|--|
| Start | End | Action |
| September 2021 | January 2022 | Implementation of Read Theory, Achieve3000, IXL, and ReThink platforms to analyze data for individual students. (K-8 Initiative) |

ELA Goal

| | | |
|----------------|----------------|--|
| September 2021 | January 2022 | Conducting targeted assessments in 6-week cycles for all students to demonstrate understanding of informational text and citing of evidence (Using Benchmark Data) |
| September 2021 | September 2021 | Schoolwide calendar with targeted assessment dates for implementation of 6-week data cycles in ELA and Math. |
| September 2021 | January 2022 | Using common Planning Time for data driven discussions and planning for student learning |
| September 2021 | January 2022 | Professional development time for intentional incorporation of teaching multiple choice strategies for effective test taking and strategic building of stamina for test taking |
| October 2021 | January 2022 | Every 8:05 will begin with an effective reading strategy that is shared with all teachers |
| September 2021 | January 2022 | Implementation of Thinking Maps will drive student understanding and development of comprehension skills |
| October 2021 | January 2022 | Partnership with NYU to pilot CLAVES curriculum for 4 th and 5 th grade ENL students. |

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/Datamate | Grades K-6 | 5% increase from September |
| MAPS/Datamate | Grades 7-8 | 5% increase from September |

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 |
|----------|--------|---------------------------|
| Nov 29 | Dec 3 | 6 Week Assessment Cycle 1 |
| Jan 10 | Jan 14 | 6 Week Assessment Cycle 2 |
| Feb 28 | Mar 4 | 6 Week Assessment Cycle 3 |
| April 18 | Apr 22 | 6 Week Assessment Cycle 4 |
| May 31 | June 3 | 6 Week Assessment Cycle 5 |
| | | |
| | | |
| | | |

ELA Goal

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. <i>(add additional rows as needed)</i> | | |
|---|---|---------------------|
| Need | Strategy to Address | When |
| Lack of State Testing for 2 consecutive years | Explicitly teach multiple choices strategies in Grades 3-8 to improve student scores overall | September -June |
| Complete assessment data on all students, specifically pre-identified and targeted subgroups in need of improvement due to exclusive remote only instruction (33%) of student population | Grades K-6 will use targeted DRA will be given for specific students' improvement. Benchmark Pre-Assessments used in grades (3-6) and DataMate in grades 7 & 8. | September – October |

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 | 10% of students will improve performance in pre-identified areas of need by grade level |
| Grades 1-2 | Measurement and Data |
| Grades 3-5 | Number and Operations of Fractions |
| Grades 6-8 | Expressions and Equations |

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 | 145 | 140 | 92 |
| 2022-# of students moving to the next level | | | |

*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 first half of the year to meet the goal identified above? (add additional rows as needed) | | |
|--|-----------|--|
| Start | End | Action |
| September 2021 | June 2022 | Teachers will model lessons for each other that model Release of responsibility as guiding strategy |
| Sept 2021 | June 2022 | District funded IXL Initiative will be available for use with targeted students for at home practice. |
| Sept 2021 | June 2022 | Eureka Math and use of Sum Dog will be implemented in Grades K-5 |
| Sept 2021 | June 2022 | Continued implementation of eMath in Grades 6-8 with associated PD provided by district |
| Sept 2021 | June 2022 | Continued participation in Bank Street Network for School Improvement for all teachers involved in Grades 4-8 with focus on targeted subgroups (Black and Latino students) |

Math Goal

| | | |
|-----------|-----------|--|
| Sept 2021 | June 2022 | Targeted 6-week assessment cycles to be used for planning instruction in PLC's |
| Sept 2021 | June 2022 | Implementation of Thinking Maps Initiative will drive student understanding of sequencing needed for problem solving |
| Nov 29 | Dec 3 | Cycle 1 of Six Week Assessment |

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 |
| | | |

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 |
|----------|--------|---------------------------|
| | | |
| Jan 10 | Jan 14 | 6 Week Assessment Cycle 2 |
| Feb 28 | Mar 4 | 6 Week Assessment Cycle 3 |
| April 18 | Apr 22 | 6 Week Assessment Cycle 4 |
| May 31 | June 3 | 6 Week Assessment Cycle 5 |

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 |
|--|---|--------------------------|
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| Lack of state wide assessments for 2 years has not provided us with adequate data on all students and subgroup needs | Use of Datamate Diagnostic Pre-Test to target specific skills in need of improvement by grade level | September 2021-June 2022 |
| | | |
| | | |

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 |
|--|
| Improve student responses to Student-Teacher Trust metrics on 5E Student Survey by 5% in the 2021-2022 school year |

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 |
| September 2021 | June 2022 | Using Bank Street SEL check-ins as a building wide initiative to connect students with their own lessons and learning in all Content areas (Grades PK-8) |
| September 2021 | January 2022 | Continued implementation of Restorative Justice Practices to maintain reduced rates of Suspensions. |
| September 2021 | January 2022 | Development of MBK Initiative and calendar of year-long activities. |
| | | |

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 |
| Suspension Reports | Less than 10% |
| | |

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 2022 | June 2022 | Continued implementation of Restorative Justice Practices to maintain reduced rates of Suspensions |
| | | |

Social Emotional Learning Goal

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 |
|--|---|--------------|
| Reconnect to Remote only students who have not attended in-person instruction in over 1 year | Improve student perception on belonging to school community of student survey by 5% | By June 2022 |
| | | |
| | | |
| | | |

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 |
|----------|---|
| ALL | By June 2022 we will reduce the number of Chronic Absenteeism by 10% (8 students) |
| | |
| | |

The Chronic Absenteeism Goal is based on the data below.

*Refer to the Dataset to Inform Goals Chart

| | Solid CA (>80 attendance rate) | Current CA, could improve (80-89 attendance) | Currently not CA, but borderline (90-94 attendance) | Unlikely to be CA (>94 attendance) |
|---|--------------------------------|--|---|------------------------------------|
| All Students-# of students 2021 | 75 (12.5%) | 76 | 35 | 413 |
| 2022-# of students moving to the next level | 8 | | | |

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 |
| September 2021 | January 2022 | Power School clerk will run a monthly report that identifies any student with absences in excess of 8 per year. |
| Oct 2021 | June 2022 | Teachers will initiate in-person PST Meetings with students and parents identified through above process |
| September 2021 | June 2022 | School Social Worker will hold group meetings with parents of prior year's CA students to address importance of daily attendance. |
| | | |
| | | |
| | | |

Chronic Absenteeism Goal

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 | All | 8% |
| | | |

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? <i>(add additional rows as needed)</i> | | |
|---|-----------|--|
| Start | End | Action |
| January 2022 | June 2022 | Power School clerk will continue to run a weekly report that identifies any student with absences in excess of 8 per year so no student falls through the cracks |
| January 2022 | June 2022 | Reimplementation of Mini Micro and Micro Program as a student motivator for coming to school daily. |
| | | |
| | | |

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. <i>(add additional rows as needed)</i> | | |
|---|--|------|
| Need | Strategy to Address | When |
| 30% of student population never attended in person learning | Back to School Carnival or Event in PTA to celebrate in person Return to Learn Initiative. | |
| Student out of state and country vacations necessitating quarantine have increased absences | Meet with parents to discuss travel guidance and methods to minimize absences | |
| | | |
| | | |

Survey Goal

Survey Goal

| Stakeholder Group | Survey Question | 2021 Survey Responses | 2022 Survey SMART Goal |
|-------------------|---|-----------------------|---|
| Teachers | Observed another teacher's classroom to offer feedback. | 77% Never | By June of 2022, 85% of teachers will report that they have observed another teacher's classroom to offer feedback and get ideas for their own instruction. |
| Students | Students build on each other's ideas during discussion | 68% Sometimes | By June of 2022, teachers will report that 60% of students almost always build on each other's ideas during discussion. |

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 |
| Sept 2021 | January 2022 | SEL Check ins |
| October 2021 | June 2022 | Learning Walks and Congruence Share Outs |
| | | |
| | | |
| | | |
| | | |
| | | |

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 |
|---------------------|--|
| School Based Survey | To measure progress towards June goal attainment |

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 |
|----------|-----------|-----------------|
| Jan 2022 | June 2022 | Micro Reboot |
| Feb 2022 | Feb 2022 | Winter Carnival |
| | | |

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. <i>(add additional rows as needed)</i> | | |
|--|---|----------|
| Need | Strategy to Address | When |
| Increase parent participation on school survey from 16.9% | Coordinate with PTA for in-person survey completion | May 2022 |
| | | |
| | | |
| | | |

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?
