LEA Name:	662300010000
LEA BEDS Code:	Yonkers City School District
School Name:	William Boyce Thompson School

# 2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Dr. Taren Washington	Title	Principal
Phone	914-376-8563	Email	twashington@yonkerspublicschools.org
Website for Published	www.ypschools.org		

# APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

#### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date				
Superintendent		Dr. Edwin M. Quezada					
President, B.O.E. / Chancellor or Chancellor's		Rev. Steve Lopez					

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### **Statement of Assurances**

### By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### **School Leadership Team**

**SCHOOL LEADERSHIP TEAM:** The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

**Instructions:** List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
October 10, 2018	Library	7-Jun-19	Science Laboratory
October 25, 2018	Library		
December 2, 2018	Library		
February 1, 2019	Library		
April 25, 2019	Library		

Name	Title / Organization	Signature
Dr. Taren Washington	Principal	
Ms. Tiomb Majors	Assistant Principal	
Laura Anson	Teacher, YFT Representative	
Lucia Ricciardi	Teacher	
Lynn Leoni	Teacher, YFT Representative	
Marlene Balin	Teacher	
Crystal White	PTA Representative/.CSEA	
Gail Osso	CSEA	
Anayiah Mitchell	Student	

#### **School Information Sheet**

School Informati	School Information Sheet							
Grade Configuration	Pre K-8	Total Student Enrollment		% Title I Population	******	% Attendance Rate	94.7 %	
% of Students Eligible for Free Lunch	80. 5%			% of Limited English Proficient		% of Students with Disabilities	31.5 %	

Racial/Ethnic Origin of School Student Population											
% American		% Black or		% Hispanic or		% Asian, Native		% White		% Multi-Racial	
Indian or Alaska Native	0	African American	29%	Latino	-	Hawaiian / Other Pacific Islander	2.4%		7.3%		2%

School Personnel								
Years Principal		# of Assistant Principals		# of Deans		# of Counselors / Social		
Assigned to School	5		1		0	Workers	1	
% of Teachers with NO		% of Teachers Teaching Out		% Teaching with Fewer		Average # of Teacher		
Valid Teaching	0	of Certification Area	0	than 3 Years of	0	Absences	5%	
Certificate (Out of				Experience				

<b>Overall State Accounts</b>	Overall State Accountability Status								
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient			
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?			
ELA Performance at Level 3 and Level 4	20%	Math Performance at Level 3 and Level 4	29%	Science Performance at Level 3 and Level 4	97%	Four-Year Graduation Rate (HS Only)	N/A		
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A		
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)							

Did Not Meet Adequate Yearly Progress (AYP) in ELA						
	American Indian or Alaska Native		Black or African American			
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander			
	White		Multi-Racial			
X	Students with Disabilities		Limited English Proficient			
X	Economically Disadvantaged					

	Did Not Meet Adequate Yearly Progress (AYP) in Mathematics							
	American Indian or Alaska Native	X	Black or African American					
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander					
	White		Multi-Racial					
X	Students with Disabilities		Limited English Proficient					
X	Economically Disadvantaged							

	Did Not Meet Adequate Yearly Progress (AYP) in Science						
	American Indian or Alaska Native		Black or African American				
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander				
	White		Multi-Racial				
	Students with Disabilities		Limited English Proficient				
X	Economically Disadvantaged						

	Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective
	Limited English Proficient
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#### SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and managet the innovement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").    Limited Ogeree (Fewer than 20% of goals were achieved.)
Partial Degree (Fewer than 50% of goals were achieved.)
Moderate Degree (At least 50% of goals were achieved.)
Major Degree (At least 90% of goals were achieved.)
Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").
Limited Degree (Fewer than 20% of activities were carried out.)  Partial Degree (Fewer than 50% of activities were carried out.)
Partial Degree (rever than 50% or activities we e carried out.)  Moderate Degree (At least 50% of activities were carried out.)
Major Degree (At least 90% of activities were carried out.)
Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").  Limited Degree (No identified subgroups improved achievement.)
Partial Degree (Some of the identified subgroups improved achievement.)
Moderate Degree (A majority of identified subgroups improved achievement.)
Major Degree (All identified subgroups improved achievement.)
Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").
Limited Degree (There was no increase in the level of Parent Engagement.)
Partial Degree (There was a minor increase in the level of Parent Engagement.)
Moderate Degree (There was modest increase in the level of Parent Engagement.)  Major Degree (There was a significant increase in the level of Parent Engagement.)
Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").
Limited Degree (Fewer than 20% of planned activities were funded.) Partial Degree (Fewer than 50% of planned activities were funded.)
Fat tal Degree (rewer than 30% or planned activities were funded.)  Moderate Degree (At least 50% of planned activities were funded.)
Major Degree (At least 90% of planned activities were funded.)
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Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").  Tenet 1: District Leadership and Capacity
Tenet 2: School Leader Practices and Decisions
Tenet 3: Curriculum Development and Support
Tenet 4: Teacher Practices and Decisions Tenet 5: Student Social and Emotional Developmental Health
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In reflecting on the PREVIOUS YEAR'S PLAN:
* Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).
The most significant positive impact observed during the 2015-2016 school year included an increase in staff commitments and participation on school-wide committees that focus on instructional
practices and student achievements. As a result, the writing initiatives and Small Learning Communities initiatives were recommended for the 2016-2017 school year to support vertical team
instruction.
* Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward
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N/A
N/A In developing the CUBRENT YEAR'S plan:
In developing the CURRENT YEAR'S plan:
In developing the CUBERNT YEAR'S plan:  * List the highlights of the initiatives described in the current SCEP.
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### **Common Leading Indicators Worksheet**

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Х	Х			
Student Average Daily Attendance	Х	Х	Х	Х	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	Х		Х	Х	Х
Student Discipline Referrals	Х		Х	Х	Х
Student Truancy Rate	Х		Х	Х	Х
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate		X			Х
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	X	X		X	Х
Parent Attendance at Workshops				X	Х
Parent Participation in District/School Surveys	X			X	X

**Tenet 2: School Leader Practices and Decisions** 

School Leader Practices and Decisions: Visionary leaders create a
school community and culture that lead to success, well-being
May 24-25, 2018
District-Led Review

C1. Needs Statement: Create a clear and
concise statement that addresses the
primary need(s) to be addressed. Be sure
to incorporate the most recent DTSDE
review and other applicable data.

In order to keep abreast of new mandates and changing curricular, it is important that Math and English Language Arts modules and other pertinent materials are readily available before the start of the school year in order to ensure academic success for all learners.

D1. SMART Goal: Create a goal that	Administration and Leadership Team will ensure that the mission
directly addresses the Needs Statement.	statement is disseminated amongst students, staff and
The goal should be written as Specific,	stakeholders. Administration will ensure that instructional and
Measurable, Ambitious, Results-oriented,	administrative objectives are aligned with the school's vision and
and Timely.	mission.
D2. Leading Indicator(s): Identify the	Math Modules, English Language Arts Modules, Journeys Unit
specific indicators that will be used to	Assessments, Journeys Cold Reads, Short/Extended Questions,
monitor progress toward the goal.	Weekly Writing Block, Vertical Alignment of Strategies & Data
	Meeting Feedback.

E2. End Date: Identify the projected end date for each	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often
Jun-19	Review the vision and mission statements with faculty members to ensure alignment with district and school's comprehensive improvement plans, the 3% Increase Road Map, and the 2017-2018 instructional foci.
Jun-19	Vertical, horizontal, PLC, and grade-level meetings with special education and support staff (ESL, Resource, Speech, and Reading) will be held throughout the year to provide opportunities for planning, classroom visitations, sharing of best pracatices/strategies, and the reivew of student work and data.
Jun-19	Conduct school-wide activities.
Jun-19	Lunch tutorial services for students in grades 3-8 (Math/ELA).
	Identify the projected end date for each Jun-19 Jun-19

### **Tenet 3: Curriculum Development and Support**

	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to
Tenet 3 - Curriculum Development and Support	the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher
	instructional practices and student-learning outcomes for college and career readiness.
B1. Most Recent DTSDE Review Date:	May 24-25, 2018
B2. DTSDE Review Type:	District-Led Review
C1. Needs Statement: Create a clear and	In order to keep abreast with new mandates and changing curricular, it is imperative that math modules and other pertinent materials are
concise statement that addresses the primary	readily available before the start of the school year in order to ensure success for all leaders.  To utilize ELA/Math
need(s) to be addressed. Be sure to incorporate	strategies from PLC meetings to increase student success.  To work with content area directors to align
the most recent DTSDE review and other	curriculum to NYS standards.
applicable data.	
D1. SMART Goal: Create a goal that directly	To utilize an Explicit Instruction Framework to increase rigorand meet the needs of diverse learners: Toutilize the Response to Intervention
addresses the Needs Statement. The goal	(RTI) Model to support the needs of all students.
should be written as Specific, Measurable,	
Ambitious, Results-oriented, and Timely.	
D2. Leading Indicator(s): Identify the specific	3.1 Provide systemic expectations, processes, and procedures.
indicators that will be used to monitor progress	3.2 Enhance professional development for administration and teachers by establishing PLCs that provide guidance and support across grade
toward the goal.	levels to enhance vertical and horizontal alignment.
	3.6 Promote student involvement in learning.

E1. Start Date: Identify	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each
the projected start	the projected end date	planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity
date for each activity.	for each activity.	will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be
		<u>written in its own cell.</u>
Sep-18	Jun-19	Inter-class visitations and modeling of the explicit instruction model.
Sep-18	Jun-19	Provide data driven Academic Intervention Support (AIS) aligned with Common Core Learning Standards (CCLS): Title I Reading Services,
		Title III ENL Services, Speech, OT, and PT Services, Resource Services, Technology Programs and PLC Teacher Leaders.
Sep-18	Jun-19	Turnkey professional development workshops facilitated by district content area directors and PLC team members on instructional
		practices, strategies, and resources.
Sep-18	Jun-19	AIS instructional support in the content areas of literacy and mathematics.
Sep-18	Jun-19	Extended Learning Program.
Sep-18	Jun-19	Small/differentiated groups (Math/Reading/Writing)
Sep-18	Jun-19	Release Question of the Day (ELA/Math)

## **Tenet 4: Teacher Practices and Decisions**

		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between
Tenet 4 - Teacher Practi	ces and Decisions	what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of
		engagement, thinking and achievement.
<b>B1. Most Recent DTSDE</b>	Review Date:	May 24-25, 2018
B2. DTSDE Review Type:		District-Led Review
C1. Needs Statement: C	reate a clear and	Low inference data will be collected, displayed in all classroom and analyzed to inform decisions, RTI processes, and engage staff in
concise statement that	addresses the primary	quality professional learning. Interactive data & word walls will be utilized to monitor academic and behavior goals.
need(s) to be addressed	I. Be sure to incorporate	Student goal setting based on data analysis and progress monitoring.
the most recent DTSDE	review and other	
applicable data.		
D1. SMART Goal: Create		By September 2018, the district will have clearly communicated three focus areas for professional development and all school PD
addresses the Needs Sta	atement. The goal	Committees will have created a Professional Development Plan addressing the three focus areas: 1) the quantity/quality of student
should be written as Spo		voice when using accountable talk structures, 2) using standard protocols to analyze student work, and 3) providing actionable
Ambitious, Results-orie	nted, and Timely.	feedback using standards based rubrics. Effectiveness will be measured qualitatively by observations of cyclical professional learning
		communities and quantitatively by a 20% movement in teachers rated developing or effective on NYSUT Rubric indicators II.4.a and
D2. Leading Indicator(s)		3.1 Provide systemic expectations, processes, and procdures
	sed to monitor progress	3.2 Data team development
toward the goal.		3.6 Promote student involvement in learning
		4.2 Identify and monitor at risk students
	I	
E1. Start Date: Identify	E2. End Date: Identify	
the projected start	the projected end date	
date for each activity.	for each activity.	
Sep-18	Jun-19	Conduct professional development workshops on higher-order thinking and questioning techniques and differentiated instruction.
Sep-18	Jun-19	Conduct professional development workshops on Accountable Talk (Accountability to the Learning Community, Accountability to
		Rigorous Thinking, & Accountability to Accurate Knowledge).
Sep-18	Jun-19	Conduct professional development workshops on Explicit Instruction to model effective lesson and classroom strategies.
Sep-18	Jun-19	Examine student work and data to support instructional practices, student needs, and differentiated instruction.
Sep-18	Jun-19	Establish writing norms across grade levels and within content areas. Utilize rubrics to analyze and assess student work.

### **Tenet 5: Student Social and Emotional Developmental Health**

Tenet 5 - Student Socia Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE	Review Date:	May 24-25, 2018
B2. DTSDE Review Type	:	District-Led Review
C1. Needs Statement: 0	Create a clear and	Our school community will implement restorative practices to meet the social and emotional needs of our students.
concise statement that	addresses the primary	
need(s) to be addressed	d. Be sure to incorporate	
the most recent DTSDE	review and other	
applicable data.		
D1. SMART Goal: Creat	e a goal that directly	To build and sustain strong partnerships that support student's social, physical, and emotional development.
addresses the Needs St	atement. The goal	
should be written as Sp		
Ambitious, Results-orie	ented, and Timely.	
D2. Leading Indicator(s		4.4 Provided professional development for school-based staff to address student's behaviors and social and emotional concerns.
	used to monitor progress	
toward the goal.		
E1 Start Data I dantify	E2 End Data Identify	E2 Action Plan. Detail each action that will take place in adject to achieve the identified CNAADT Coal Specifically describe what each planned
E1. Start Date: Identify the projected start	E2. End Date: Identify	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and
tille projecteu start		
	the projected end date	
date for each activity.	for each activity.	the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
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	•	the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.  Collaborate with outside community agencies to support the social, physical, and emotional needs of all students (Andrus Mental Health Clinic,
date for each activity.	for each activity.	the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.  Collaborate with outside community agencies to support the social, physical, and emotional needs of all students (Andrus Mental Health Clinic, DSS, Family Services of Westchester, Westchester Jewish Community Services, SMILE Dental Program, Four Winds Hospital, and the Nepperhan
date for each activity.  Sep-18	for each activity.  Jun-19	the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.  Collaborate with outside community agencies to support the social, physical, and emotional needs of all students (Andrus Mental Health Clinic, DSS, Family Services of Westchester, Westchester Jewish Community Services, SMILE Dental Program, Four Winds Hospital, and the Nepperhan Community Center).
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